



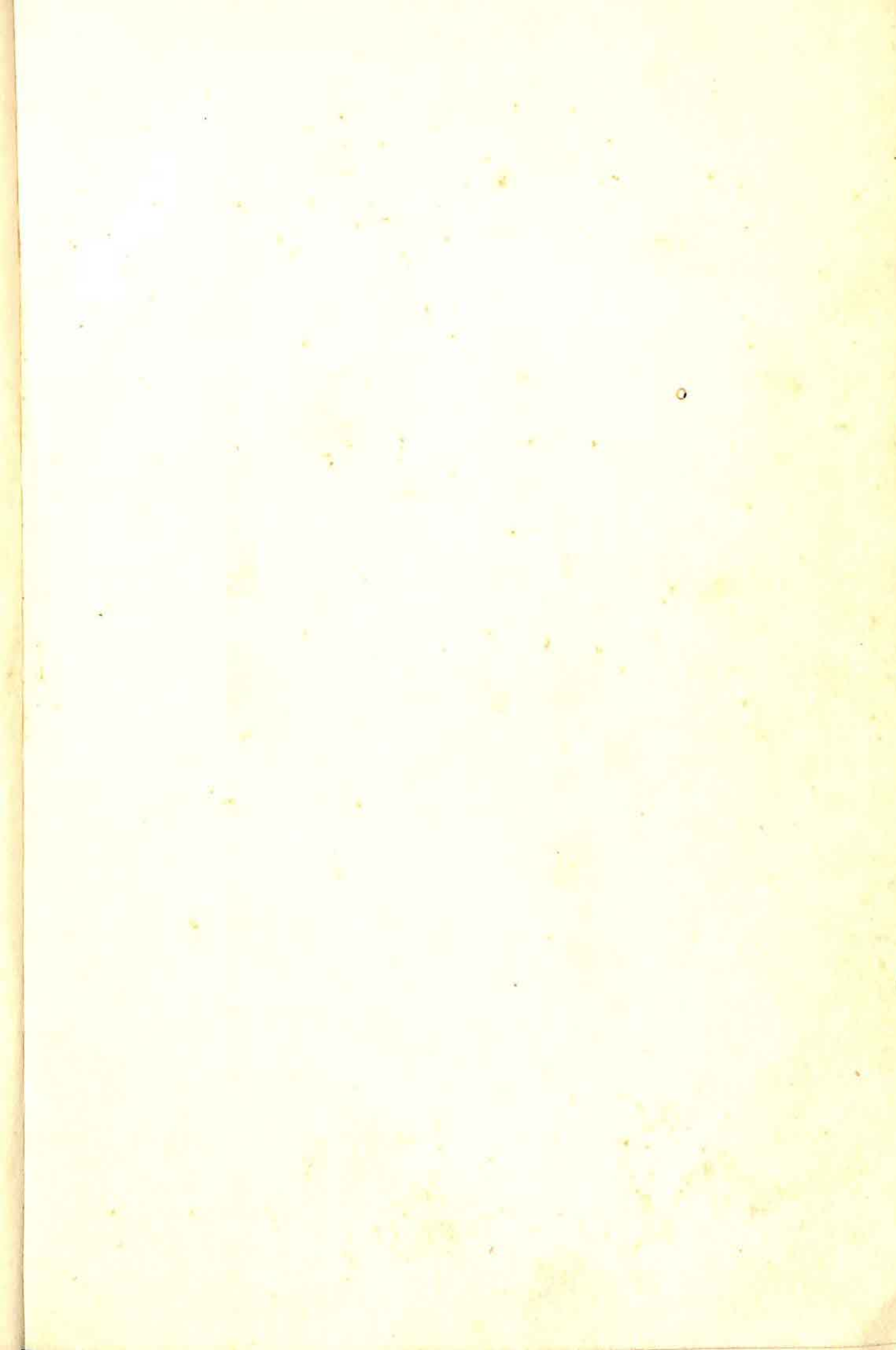
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FEB. 1955





BY

Nellie Zetta Thompson

HIGH TIMES

700 SUGGESTIONS FOR SOCIAL ACTIVITIES

VITALIZED ASSEMBLIES

200 PROGRAMS FOR ALL OCCASIONS

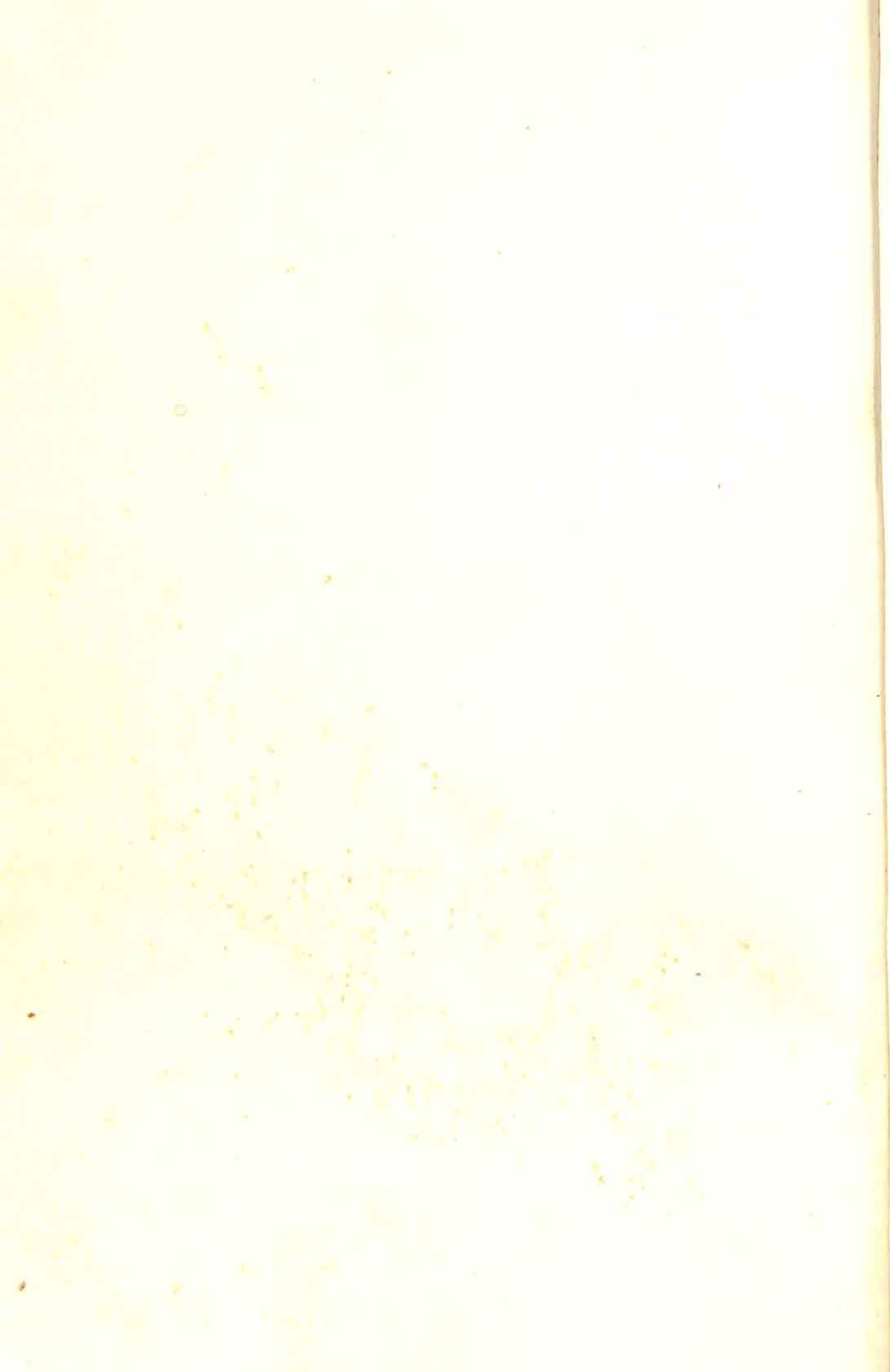
YOUR SCHOOL CLUBS

A COMPLETE GUIDE TO 500 ACTIVITIES FOR GROUP
LEADERS AND MEMBERS



Your School Clubs

A COMPLETE GUIDE TO 500 ACTIVITIES FOR GROUP LEADERS
AND MEMBERS



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500 ACTIVITIES FOR GROUP
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BY

Nellie Zetta Thompson

1953

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PREFACE

Modern education has an around-the-clock interest in the development of young people. The strictly academic curriculum fails in fundamental ways to satisfy the needs of youth. A broader philosophy of education accepts responsibility for the total development of young people, helping them to a greater extent in finding themselves in relationship to the world around them. School administrators have taken as one of their major responsibilities the sponsoring of a far-flung program of extraclass activities not provided by other community agencies. Where a variety of interesting, well directed and supervised student activities has been introduced, the holding power on the student body has become strikingly evident.

The activities program has become, in effect, a laboratory for improving human relationships as well as for furthering the curricular program. Student activities, especially school clubs, satisfy the need of youth, so pressing at the junior and senior high school age, to identify their personal interests with group interests and to know the sense of security which comes from belonging to a group.

The school club program provides the opportunity for young people to choose and explore problems in which they are interested. It is a means of caring for individual differences and improving pupil-teacher relationships. It encourages and helps young people to do their own thinking, reach decisions, learn self-discipline, grow in respect for and understanding of others, develop qualities of leadership. With the teacher

PREFACE

as leader and guide, the school club program can be so conceived and directed that it will prove a year-round means of dealing with personal, school, and community problems. By participating in rich and satisfying group experiences, students will be learning the basic elements of democratic citizenship.

This book on clubs has been prepared to help teachers place student activities on a constructive and democratic level. It is a why-to-do-it sourcebook of student activities for junior and senior high schools, which may be used as an adviser's handbook, an administrator's guide, a counselor's aid, or a student reference. It is a how-to-do-it manual of educational activities.

N. Z. T.

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PART I

THE ADMINISTRATION
OF A STUDENT CLUB PROGRAM



PART I

THE ADMINISTRATION OF A STUDENT CLUB PROGRAM

SCHOOL CLUBS

School clubs are the vigor of the student activities program. They are the distinguishing mark of the modern American school.

The school club is a group of students with a common interest, who meet together regularly with an adviser under the auspices of the school for the purpose of engaging in a democratic activity.

Collectively, school organizations, including sports teams, editorial staffs, musical groups, play casts, and clubs, each with a different pattern of group structure, have been known by various names. Originally, educational procedures that were not formal book learning were termed "extracurricular" activities to indicate that they were definitely outside the formal curriculum, separate and apart from it. Later, informal learning processes which paralleled the curricular offerings were called "co-curricular" activities. "Extraclass" recently indicated that the activities arose in the class but were performed outside of it without credit. The terms, now used without these distinctions, are being replaced with the broader concept, *student activities*. Informal educational ex-

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periences have become an integral part of the total educational program.

The Growth of Student Activities

The remarkable development of student activities is an educational phenomenon of the past quarter of a century. The 1930 National Survey of Education by the United States Office of Education reported that in four typical Chicago schools the number of nonathletic activities increased 60 per cent from 1910 to 1920 and 340 per cent from 1920 to 1930. A report of the United States Office of Education in 1950 indicated that the organization of student clubs had the most marked growth among student activities between 1930 and 1950. It was estimated in 1950 that 3,890,240 pupils were participating in an aggregate 194,512 activity groups under the supervision of 200,000 advisers in 25,000 secondary schools.¹

Many forces accelerated the growth of student activities in the secondary schools. When years of experience indicated that informal group activities had decided educational values, high school principals, through their national association, took a positive position in regard to encouraging and instituting effective activities programs with adequate supervision. The regional accrediting associations took a definite stand for a functional curriculum to meet the needs and satisfy the interests of youth, and so schools no longer felt restricted to a formal academic curriculum. The evaluative instrument that the regional accrediting associations developed for high schools included a section on standards for the pupil activity

¹ *Extraclass Activities for All Pupils*, Bulletin 1950. U. S. Office of Education, No. 4. Superintendent of Documents, Washington, D. C. 1950. p. 9 and p. 24.

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program, which underscored the desirability of informal interest groups in attaining the overall objectives of the school. Further impetus was given the club program in the course of postwar planning when the Educational Policies Commission of the National Education Association recognized student activities as a significant and liberalizing influence on education. When the rate of drop-outs became alarming, the Conference on Life Adjustment of the United States Office of Education established pilot schools organized to offer a wide range of informal activities designed to strengthen the holding power of the school. Clubs and other activities have become entrenched in the modern curriculum, which has grown increasingly responsive to the needs of society.

Functions of the Club Program

The functions of the club program, simply stated, are: to provide learning experiences that will broaden the cultural horizon of the individual, to supplement the formal curriculum by increasing knowledge and skills, to discover and develop special aptitudes and abilities, to afford constructive use of leisure time, to offer opportunities for vocational exploration, to teach socially acceptable attitudes and ideals, to provide situations which will contribute to the formation of improved behavior patterns, and to democratize education. Curriculum enrichment for effective living has generally taken the form of an expanded program of group experiences.

OBJECTIVES OF EXTRACLASS ACTIVITIES²

The objectives of extraclass activities are similar to and often identical with the objectives of class activities. If any difference

² *Extraclass Activities for All Pupils*, U. S. Office of Education, Washington, D. C. 1951. p. 3.

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exists, it probably is a matter of emphasis. The following goals represent, therefore, desirable objectives for pupil activities in both intraclass and extraclass activities:

Individual outcomes:

- using leisure time constructively*
- developing appreciations*
- enriching personality*
- achieving self-realization for good purposes*
- developing personal initiative and responsibility*
- learning how to conduct and participate in a meeting*
- affording opportunity for self-appraisal by individual*
- enabling the individual and group to capitalize on his interests*

Social outcomes:

- providing mental and physical recreation*
- gaining practice in working with others*
- developing democratic group responsibility*
- learning to practice good human relationships*
- understanding group processes*
- furthering good pupil-teacher relationships*
- increasing one's social contacts*

Civic and ethical outcomes:

- establishing bonds of understanding between pupils regardless of race, creed, religion, economic status, and ability*
- implementing the unifying process essential to the support of American ideals*
- interpreting and diversifying the curriculum*
- helping youth to like school*

Within the traditional curriculum, individual differences are cared for by variations in assignments, but a flexibility permitting differences in kind, amount, and depth remains

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largely in the realm of the ideal in classroom practice. In student activities, particularly in clubs, pupils are accepted as they are. Without rigid courses of study, it is possible to set attainable levels of achievement.

Student clubs provide a wholesome and intellectually stimulating environment for the retarded and the accelerated student, the dull and the gifted, the extrovert and the introvert, the eye-minded and the ear-minded, the academically bent and the manipulative, the adjusted and the maladjusted. Young people find, in a worthwhile program of clubs and other activities, the challenges, the interests, the interpersonal relationships, and the varied experiences which they need for full development.

Group procedures stimulate thinking, offer opportunity for understanding and appreciation, and give training in citizenship. When personal interests are identified with group interests, strong individualistic tendencies are curbed without loss of distinct individualization. Informal learning activities provide a sense of security to students in group feeling which is so essential in the emotional climate of growth. A careful selection of projects helps to develop the deep humanitarian urges of young people. At the junior high school age, when boys and girls are quite idealistic, they can be led to perceive and accept social and civic responsibility.

The Club Pattern

There can hardly be an arbitrary recommendation of "an adequate club program for a small rural high school" or for any other type of school. The composition of the student body, community facilities, and staff abilities are factors that

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must be considered in determining the pattern, and they vary widely.

A strong music department in one school may result in the formation of music clubs, while in another school music in the regular classes may be deemed sufficient. In still another school, the music club may be the only music in the curriculum. A simple questionnaire to ascertain the needs and interests is a simple device to use as a guide in the selection of activities to be established. Voting by the students might follow the tabulation of replies to the questionnaire.

What is your hobby?

In which sort of activities would you be most interested?

What is your favorite subject?

Of which subject do you wish to learn more?

What subject not now in your class program would you like to study?

Which teacher would, in your estimation, make a good club adviser?

What are this teacher's interests, enthusiasms, and strong points?

What club would you like to see chartered?

Which clubs would you like to join?

In which activities do you engage in the community?

It should be possible for students to petition for a new club, thus:

We, the undersigned, petition the Student Council and the administration of Central High School for the right to establish a Geology Club. We feel that there are a sufficient number of interested students to warrant the chartering of such a club after an organizational meeting under the leadership of Mr.

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Jensen, who has consented to act as adviser if his appointment is confirmed.

When a club's usefulness is over, no attempt should be made to keep it alive. Interests of one year differ from those of another. On the other hand, if interest is so great that students wanting membership cannot be accommodated, there are likely to be valid reasons for the club's absorption into the regular curriculum.

Except for clubs which have become standard from year to year, it may be wise to use a student questionnaire for the purpose of exploring the nature of activities desired for the year to follow.

Did you enjoy the meetings during the year?

Which meeting did you enjoy most?

Which meeting did you like least?

Did you profit by your experience in the club? How?

Would you like to join the club again next year?

Do you recommend the club to others?

Do you advise its continued existence?

Do you advise the revocation of its charter?

Were you satisfied with the student leadership? Why?

Did you like the adviser? Why?

Was the meeting place adequate (space and facilities)?

Was the time of the meetings (hour and frequency) suitable?

What constructive criticism can you offer?

It is advantageous to study the avocational interests and the facilities of the community before planning the activities program for the school to avoid overlapping. The school ought to provide only for areas neglected by other agencies interested in the welfare of young people in the community.

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A survey to determine youths' interests, participation, and needs in and out of school enables school and community agencies to plan jointly. Points of the survey should include participation expressed numerically in percentage by grade, sex, age, and club. The summary and interpretation of data should reveal comparison between years, effect of schedule and calendar of activities on extent of participation, emphasis on particular area or sex, relationship among activities, and the flexibility of the program. A series of such studies reveals changes in recreational habits, trends in preferences, shifts in interest brought about by a changing community and school.

Membership Requirements

Interest should be the sole requirement for membership in any school club. Even in dramatics or music, in which demonstrated ability may be tempting as a criterion for acceptance, there are places and projects for those without marked talent or achievement. If a student can't act before the footlights, he can appear in mob scenes or work behind the scenes, read plays and attend the theater. This may appear to threaten the quality of group activities, but it does not, for seldom is a student interested enough to participate unless he has a contribution to make. Furthermore, *interest* is the heartbeat of the club program. Above all else, the key to a successful club program is *inclusiveness*.

Academic standing is to be frowned upon as a requirement for membership in school clubs. Individual social and economic backgrounds are considered an undemocratic means of selection. Grade (seventh, twelfth, etc.) or age requirements are frequently, but not always, justifiable. The tryout

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system is seldom legitimate, for it screens out those with interests in a particular group.

Older editions of school handbooks had formidable-looking pages on regulations, restrictions, and requirements. More recent handbooks have pleasing items designed to attract participation. Club write-ups such as the following give a review of last year's activities, officers, values, aims, sponsor, costs, history, and honors.

CLUBS AT GADSDEN³

CAMERA CLUB

This club is composed of both boys and girls who are interested in the making, developing, and printing of pictures. The faculty advisor is Mr. Harry Hamme.

CHORAL UNION

The Choral Union is made up of both boys and girls who take Glee Club and Choral Club. The perfection of the Choral Union's singing is enjoyed by us on special occasions such as Thanksgiving, Christmas, the annual Spring concert in May, and by our parents at the programs given by the Choral Union at the P. T. A. meetings. The highlight of this past year for the club was their singing in the Semi-Centennial of the fifty years of the Gadsden school system.

The supervisor of music is Mrs. Mertie Mae Moore, and the director of the G. H. S. Choral group is Mrs. Florence Murphy.

CITIZENSHIP CLUB

The Citizenship Club was only organized in 1947 and it was then the ninth club of its kind in the state. The purpose of the club is to stress good citizenship in G. H. S. as well as the im-

³ *Student Handbook and Directory*. Gadsden High School, Gadsden, Alabama.

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portance of the affairs of our nation and world today. The sponsor is Mrs. Lena Pentecost.

CRUCIBLE STAFF

Crucible Officers

Editor-in-Chief Betty Kroelinger
Co-Business Managers Philip Williams, Jackie Sauls
Sponsors Miss Jewel Whatley, Editorial Advisor
Mr. Harry Hamme, Business Advisor

"When is the Annual coming?" is a question asked by us all, when we are getting anxious to see what this or that is like.

Before our Annuals get to us, a lot of "honest sweat" is spent. Selling advertisements, taking pictures, typing the text part, and the endless rechecking are all parts of the work of the Annual. Finally, the Crucible is here and the memories the students get from it make all the work worthwhile.

D. O. CLUB

The D. O. Club is made up of members from the Diversified Occupation and Distributive Education classes, whose purpose mainly is vocational training in the different businesses. This helps the students in the club to know what type of work they will take up in future life. Pupils from the two upper classes are the only ones eligible to take this vocational training.

Miss Dorothy Moore and Mr. Walter Harrison are the sponsors.

EL SOMBRERO

During the school year 1948-1949, the Spanish Club became known as EL SOMBRERO. El Sombrero was the newspaper, written in Spanish, published by the students who take Spanish. In order to be a member of EL SOMBRERO, one had to contribute an article to the paper. The paper had sports, fashions, gossip, correspondence with "our neighbors to the South," and other features.

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The Spanish students gave a play before our student body last year which was one of the most enjoyed assembly programs of the year. The sponsor is Mrs. Betty Thompson.

FRENCH CLUB

The French Club, sponsored by Miss Pearle Sawyer, is limited to those students who take French. The purpose of this club is getting the members better acquainted with the French people, their civilization and customs.

For the past several years the French Club has secured the native French students from Jacksonville State Teachers College, to give programs in assembly. The students put on some of their native dances, sang French songs, and showed other customs of their native land. During the Christmas season, the French Club gives us all the Christmas spirit, when they walk through the halls of "dear ole G. H. S." singing French Christmas Carols.

"G" CLUB

The "G" Club is composed of those athletes who have lettered in the varsity sports of football, basketball, baseball, or track at Gadsden High School. The purpose of the "G" Club is to promote more interest in our athletics and to build better sportsmanship.

In football, a player must have sixteen quarters to earn a letter. A varsity basketball member must have thirty quarters during the regular season or play in the tournament to earn his letter. The "thin clad" boys of our track team must win first or second place in an event or place in the district track meet to get their letters for the "cinder sport." The newest sport at G. H. S. is baseball, and to earn a baseball letter, one has to play in twenty-five innings or participate in the district tournament.

To be eligible for the "G" Club one must first be recommended by the coaching staff and approved by a majority of the old members.

The sponsors of the "G" Club are Coach Teel, Coach Green, and Coach Burton.

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HI-Y CLUB

1949-1950 Hi-Y Officers

President	Joe Smith
Vice President	Frank Cox
Secretary	Jack Lowery
Treasurer	Erle Ralls
Chaplain	Philip Williams
Sponsor	Mr. Harry Hamme

The Boys' Hi-Y is a branch of the Y. M. C. A., and the membership is limited to boys from the fourth, fifth, sixth and seventh semester. The new members are voted in by the old members and approved by the faculty. Some of the projects which the Hi-Y did in 1948-1949 were (1) Raising money for the "March of Dimes Drive," (2) Getting food for the needy people during Christmas and Thanksgiving, (3) Organizing Hi-Y and Tri-Hi-Y at Etowah High School, (4) Reading the Bible over the loud speaker during the second semester of the year, (5) Sponsoring "Brotherhood Week" during the month of February at our school.

Gadsden High's Hi-Y and Tri-Hi-Y will be host to the North Alabama Hi-Y and Tri-Hi-Y Conference during the spring of 1950.

Let us try to uphold the club slogan which is "Clean Speech, Clean Sports, Clean Scholarship, and Clean Life."

DRAMATIC CLUB

The object of the Dramatic Club is: To give information and to teach appreciation of dramatic art as a means of self-expression, to develop the dramatic ability of each member, and to create a higher ideal of dramatic ability in the Gadsden High School from year to year.

This past year, Gadsden High School Dramatic Club sponsored a Dramatic Festival, in which the schools of the county participated. This festival was enjoyed by students and grown-ups

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alike. The Dramatic Club has well carried on its motto and theme, "Act well your part, for there all honor lies." Miss Kathleen Draper will be the sponsor of the Dramatic Club this year.

THE KINGSMEN

Philip Williams, Leader

As long as we can remember there has been a swing band at Gadsden High School. Many people do not know the blood and tears that go into the organizing of a band. During the football seasons, the Kingsmen play for the dances held after the games. They also present many programs to the student body. For the fine work from that swing band, we say "Hats off!" to the Kingsmen and their sponsor, Mr. Glosser.

HOME ECONOMICS CLUB

The Home Economics Club is composed of those girls who are in the cooking and sewing classes. The Freshmen are in the cooking section and the Sophomores and up are in the sewing division. In the Cooking Club, the girls are trained to prepare and serve meals. The Sewing Club's purpose is to promote interest in sewing.

The Cooking and Sewing Classes of last year had an assembly program built around a "Slumber Party." There on the stage, the girls exhibited the work they had accomplished.

The sponsor is Miss Anne Rinehart.

JUNIOR RED CROSS

This organization is a member of the American Red Cross. It is under the direction of the local Red Cross chapter of this city.

The Junior Red Cross has charge of collecting donations during the Annual Red Cross Drives, and collecting articles for the over-seas boxes, shipped to the needy countries of Europe.

The membership of this club is composed of one representative from each homeroom, elected by popular vote. The sponsor is Miss Jewel Whatley.

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LATIN CLUB

The aim of the Latin Club, which is composed of students taking Latin, is to interest the members in the Roman language and customs. One of the plans of this year's Latin Club is to have a Roman Banquet, where Roman customs will be observed.

The sponsor of the Latin Club is the teacher, Miss Pearle Sawyer.

LIBRARY CLUB

This club is composed of girls, who help with the many duties of keeping up the library, such as shelving books, receiving and checking out books, and making minor repairs on the books. The Library Club's sponsor is Miss Kathryn Abercrombie.

MAGNAVOX STAFF

Editor	Jack Collins
Assistant Editor	Bert Lowi
Co-Business Managers	Johnny Duke, Jackie Jones
Sports Editor	Joe Smith
Sponsor	Mrs. Jo Hodge

We think that the whole school agrees with us when we say that the 1948-1949 year saw our school paper, the *Magnavox*, have its most successful year since its origin, with eight publications in nine months.³

The nature of the club will be the major factor in determining the size of the group. Some types of activity require a large group, while others operate more effectively with only a small membership. The physical facilities available may also limit the number in some groups. As a general rule, for successful group procedures, the number in the club should not be less than seven nor more than fifteen.

³ *Student Handbook and Directory*. Gadsden High School, Gadsden, Alabama.

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Extent of Participation

How shall the extent of participation be determined? Individual choice is the ideal way, but many schools feel that very active leaders and students with heavy schedules may need to be limited to their top preferences. On the other hand, some students need encouragement to participate in school activities. For the aggressive group, point systems designed to place limitations on the number of memberships and offices held have been devised to discourage shallow overparticipation and to assure wider distribution of leadership opportunities. For the non-joiners, point systems of awards have been used as an incentive for broad participation.

Point systems recognize leadership and service as well as membership. They require extensive bookkeeping and tend to overemphasize the accumulation of points as motivation, but they comprise a record of each individual's activities, which may be a part of the permanent guidance records. Students can enter their own records each year. If the school believes such a control is advisable, the Student Council or the Interclub Council would be the logical group to formulate a point system.

Some schools use an award of a monogram and the singular honor or membership in a Monogram Club upon attainment of a certain number of points in varied activities. Instead of awarding letters in music, art, football, and so on, one letter is awarded for participation, achievement, leadership, and service in several activities. The monogram is unattainable except at the end of a three- or four-year span of high school life. Minimum and maximum numbers of points which can

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be acquired each year are stated in connection with the point system.

POINTS FOR STUDENT ACTIVITIES ⁴

Amateur Radio Club . . .	3—President, vice president, secretary-treasurer. 1—Member.
Aeronautics	3—President, vice president. 1—Member.
Athletics, Boys	3—Member interscholastic team, head of intra-mural sport, intra-mural officer or executive board member, team manager. 1—Member of intra-mural team.
Athletics, Girls	5—GAA president, vice president, secretary, publicity manager. 3—Sports clubs officer. 1—Sports clubs member.
Budget	5—Manager. 3—Assistant manager, publicity manager, floor manager, art manager. 1—Publicity staff, art staff, homeroom manager, assistant homeroom manager.
Business Club	3—President, vice president, secretary, treasurer. 1—Member.
Career Clubs	5—Manager. 3—Assistant manager.
Central Council	3—Officer. 1—Committee member.
Chess	3—Captain, corresponding secretary. 1—Member.

⁴*The Pilot.* (1948-1949). Student Handbook of Evanston Twp. High School, Evanston, Illinois.

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College Club	3—President, secretary. 1—Member.
Community Chest	3—Co-manager. 1—Assistant manager.
Dramatics	3—Business manager, part in a major production. 1—Part in minor production.
<i>Evanstonian</i>	5—Editor-in-chief, managing editor, copy desk editor, feature editor, sports co-editors, business manager, advertising manager, press bureau director. 3—Copy desk assistant, feature assistant, co-assistant sports, advertising assistant, circulation manager, assistant press bureau, news editor, art editor, administration editor, co-homeroom editors, girls' activities editor, music-drama editor, pub-clubs editor. 1—Feature assistant, girls' activities assistant.
International Round Table	3—Secretary. 1—Member.
Junior Red Cross	3—President, vice president, secretary, treasurer, committee chairman. 1—Member.
Jusendra	3—President, vice president, secretary, treasurer. 1—Member.
Library Club	3—President, vice president, secretary, committee chairman or room representative. 1—Member.
Magazine Sales	5—Manager.

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	3—Assistant manager.
	1—Staff member.
Math-Science	3—President, secretary.
	1—Member.
Mike Masters	3—President, vice president, secretary, program chairman.
	1—Committee chairman.
MTC	5—Company commander, second in command, platoon leader.
	3—First sergeant, platoon sergeant, squad leader, guidon bearer, color bearer, standard bearer, assistant squad leader, color guard.
	1—First-class private, private.
Music	3—Leading part in major production, minor part in major production, business manager.
	1—Part in minor production.
Musicians' Club	3—President, vice president, secretary- treasurer, program chairman.
	1—Member.
Pan-American Club ...	3—President, vice president, secretary, treasurer.
Pentangle	5—President, vice president, secretary, treasurer, senior committee chair- man.
	3—Executive board member, junior committee chairman.
	1—Active member.
Photographic Service ..	3—Officer.
	1—Member.
<i>The Pilot</i>	5—Managing editor.
	3—Assistant editors.
Playmakers	3—President, secretary, publicity chair- man.
	1—Member.

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Potpourri

- Talent Bureau 3—Chairman.
1—Member.
- Quadrangle 5—President, vice president, second vice president, recording secretary, corresponding secretary, treasurer.
1—Active member.
- Saddle Club 3—President, vice president, secretary-treasurer.
1—Member.
- Safety Council 5—President, vice president, secretary.
3—Member of executive board, chairman of major committee, homeroom representative.
1—Member of committee.
- Social Committee 5—Chairman.
3—Secretary.
1—Representative.
- Soft Pipes 5—Literary editor.
3—Assistant editor, head printer, business manager.
1—Staff member.
- Traffic Court 3—Officer.
1—Member.
- Traffic Patrol 3—Officer.
1—Member.
- Trireme 5—President, vice president, secretary, treasurer.
3—Member of executive board.
1—Active member.
- Writers' Club 1—Active member.
- Yearbook 5—Managing editor, associate editor, business manager, art editor, literary editor.
3—Staff member, homeroom representative.

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The Director of Activities

The most successful method yet developed for the coordination of student activities is the creation of the position of Director of Student Activities. The appointee ordinarily is a person of wide experience, long service, recent professional study, and marked leadership ability. The Director of Activities needs to be thoroughly familiar with the entire program of the school in order to draw all the threads together into an effective pattern. The position calls for executive and administrative ability, for it requires scheduling, organizing, and accounting. The Director can effect centralization through the activities office or through the student council. Full time is accorded a Director of Activities in large schools.

The Director of Activities must have a well crystallized concept of the objectives of the activities program, of the nature of a balanced program, of the needs of the students, and of techniques involved in dealing with faculty and pupils, administration and public.

The key problem of administering an activities program is one of philosophy. A sharp distinction between work and play militates against an activities program. The successful activities program is considered as an important part of the total curriculum. If education is to mold personalities characterized by unity and consistency of action under the diverse tensions of life, the drives and values must be made to complement and supplement each other and be brought into harmonious coordination. Wide participation in a balanced program of club activities, through which healthy personality and creative life may be realized, can be accomplished most

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effectively when a qualified person is responsible for coordinating the diverse learning experiences of the curriculum.

The Club Adviser

Club Advisers should be selected on the bases of their understanding of the functions of the activities program, their special talents and interests, and their aptitude for youth leadership. Teachers who serve as club advisers need a guidance outlook and ability to create and sustain interesting and satisfying learning situations. Sponsors find that familiarity with the material and human resources of the community is an indispensable asset in club leadership. The teacher should have sufficient time for planning as well as for supervising club activities.

The number of clubs a teacher sponsors depends upon an equitable distribution of assignments, weighted in accordance with training and experience, interest and enthusiasm, type of activity and number of participants, regular class schedule and special attributes for youth leadership.

Too often assignments of teachers to club sponsorship are made without regard for their understanding of the growth and development of the particular age level and the kinds of learning experiences best suited to it. The beginning teacher who is expected to assume the duties of club leadership needs assistance, especially if college courses and practice teaching did not offer work with student activities, for method is as important in guiding club activities as it is in the classroom.

A professional library on student activities and understanding young people should be made available to the teachers. Visitation of clubs should be encouraged. Conferences on

YOUR SCHOOL CLUBS

common problems within the school system and in connection with educational conventions are beneficial. Summer workshops on directing school activities have been very helpful to teachers. Practical clinics under the auspices of state universities or education associations hold considerable promise. The most practical and immediate aid is in-service training in the form of assistant adviser or co-adviser with experienced teachers.

The Club Calendar

For the school with student activities outside school hours, it is well to post a full term calendar. In this way students and teachers may be apprised of all regular meetings for the year at a glance. A singular advantage in the over-all calendar of clubs is its quick revelation of how a meeting fits into the total pattern of school events. Forms on which the events may be listed are available commercially, but student draftsmen could prepare forms equally satisfactory.

It is well to inform parents of the activities calendar in order that they will know the programs of their children. The school paper is the easiest way to do this, although a letter is used to some extent. A monthly mimeographed bulletin of all community youth activities, drawn up by a joint committee from churches, recreation centers, school, and other agencies, is finding approval. A school handbook with an alphabetical listing of clubs, showing regular time and place of meetings, could be issued early in the school term. Forms on which students may write their individual club program are helpful. A chronology, such as the following, may be preferred.

ADMINISTRATION OF A STUDENT CLUB PROGRAM

CALENDAR OF ACTIVITIES⁵

The Calendar of Activities, prepared by the Office of Student Activities at Evanston Township High School in the spring of 1950, is a good illustration of the variety and extent of student activities and indicates the need for very careful planning prior to the beginning of the new school year.

<i>Month</i>	<i>Day</i>	<i>Time</i>	<i>Event</i>	<i>Place</i>
Sept.	5-15	8:35*	Budget Sales	Homerooms
Sept.	8	9:10*	Activities Assembly	Gymnasium
Sept.	11	8:35*	P.T.A. Enrollment Cards	Homerooms
Sept.	11	3:15	G.A.A. Sports Afternoon	Gymnasium and Field
Sept.	13	8:35*	New Student Assembly	Social Hall
Sept.	13	3:30	Advisers' Meeting	Homerooms
Sept.	14	8:35*	Homeroom Elections—Announce- ment	Homerooms
Sept.	15	8:35*	Homeroom Elections—Nomina- tions	Homerooms
Sept.	16	2:00	York (Football)	Memorial Field
Sept.	18 to			
Oct.	20		Senior Photographs	Alumni Room
Sept.	18	8:35*	Pentangle Assembly	Social Hall
Sept.	19	8:35*	Freshman Orientation Assembly	Social Hall
Sept.	20	8:35*	Homeroom Elections—Preliminaries	Homerooms
Sept.	21	8:35*	Trireme Assembly	Social Hall
Sept.	21	3:10	G.A.A. Tea for New Girls	Faculty Dining Room
Sept.	22	8:35*	Quadrangle Assembly	Social Hall
Sept.	22-23	8:00	Summer School Play	Social Hall
Sept.	23	2:00	Morton (Football)	Memorial Field
Sept.	25	8:35*	P.T.A. Membership Envelopes	Homerooms
Sept.	25	8:35*	Homeroom Elections—Announce Candidates	Homerooms
Sept.	27	8:35*	Speech Assembly	Social Hall
Sept.	28	8:35*	Pentangle Junior Board Elections	Homerooms
Sept.	28	3:15	Pentangle Coke Party	Faculty Dining Room
Sept.	28	3:15	Trireme Party	Social Hall
Sept.	30	2:00	Highland Park (Football)	Highland Park
Oct.	3-5		All School Photographs	English Classes

* Indicates A.M. (morning time)

⁵ *Annual Report* (1949-1950). Evanston Township High School and Community College, Evanston, Illinois.

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<i>Month</i>	<i>Day</i>	<i>Time</i>	<i>Event</i>	<i>Place</i>
Oct.	3	8:35*	Homeroom Elections—Finals	Homerooms
Oct.	3	8:00	Freshman Orientation Meeting	Homerooms
Oct.	4	8:35*	Freshman Orientation Assembly	Social Hall
Oct.	4	8:00	Benefit Concert (Delta Delta Delta)	Gymnasium
Oct.	7	2:00	Proviso (Football)	Proviso
Oct.	9-13	8:35*	Community Chest Collections	Homerooms
Oct.	9	8:35*	Tireme Election of Freshman Board	Homerooms
Oct.	13		End of Marking Period	
Oct.	14	2:00	Oak Park (Football)	Memorial Field
Oct.	14	8:30	Pentangle Turnabout	Social Hall
Oct.	16	8:35*	Senior Talent Assembly	Social Hall
Oct.	18	3:30	Home Ec. Club Party	Faculty Dining Room
Oct.	19	8:35*	Speech Assembly	Social Hall
Oct.	20	8:35*	Evanston-New Trier Exchange Assemblies	Social Hall
Oct.	20	7:30	"Kick-Off"	Gymnasium
Oct.	21	2:00	Waukegan (Homecoming Football)	Memorial Field
Oct.	21	8:30	Quadrangle Harvest Informal	Social Hall
Oct.	23		Lake Shore Division Meeting	
Oct.	24-31	8:35*	Magazine Sales Campaign	Homerooms
Oct.	24	7:30	Open House	Classrooms
Oct.	28	2:00	Niles (Football)	Niles
Oct.	28	8:30	Community Concert	Gymnasium
Oct.	31	7:30	Open House	Classrooms
Nov.	2	3:15	Pentangle Party	Faculty Dining Room
Nov.	4	2:00	New Trier (Football)	New Trier
Nov.	5	3:00	Orchestra Concert	Social Hall
Nov.	6-10	8:35*	Selection of Pilot Staff	Homerooms
Nov.	8	8:00	M.T.C. Mustering	Social Hall
Nov.	10	9:10*	Fall Awards Assembly	Gymnasium
Nov.	10-11	8:00	Drama	Social Hall
Nov.	11		District Meet—Cross Country	
Nov.	13-17	8:35*	First Senior Budget Collections	Homerooms
Nov.	13-17		Pentangle Courtesy Week	
Nov.	14	8:00	College Advisement Meeting	Social Hall
Nov.	15	8:35*	Junior Talent Assembly	Social Hall
Nov.	15	3:30	Home Ec. Club Tea for Mothers	Faculty Dining Room
Nov.	17	9:10*	General Assembly	Social Hall
Nov.	17	7:15	Niles (Basketball)	Gymnasium
Nov.	18	All Day	Northeast-Northwest Division of Illinois Association of Student Councils	

* Indicates A.M. (morning time)

E.T.H.S.

ADMINISTRATION OF A STUDENT CLUB PROGRAM

<i>Month</i>	<i>Day</i>	<i>Time</i>	<i>Event</i>	<i>Place</i>
Nov.	18		State Final (Cross Country)	
Nov.	18	7:15	Barrington (Basketball)	Gymnasium
Nov.	20	8:35*	Freshman Orientation Assembly	Social Hall
Nov.	22	9:00	Football Dance	Social Hall
Nov.	23-24		Thanksgiving Holidays	
Nov.	24	8:30	Community Concert	Gymnasium
Nov.	29	8:35*	Speech Assembly	Social Hall
Dec.	1		End of Marking Period	
Dec.	1	7:15	Waukegan (Basketball)	Waukegan
Dec.	4-8		T.B. Chest X-Rays	Gymnasium Classes
Dec.	8-9	8:00	Christmas Festival	Gymnasium
Dec.	9	7:15	Maine (Basketball)	Maine
Dec.	13	8:30	Community Concert	Gymnasium
Dec.	14	3:15	Pentangle Christmas Party	Faculty Dining Room
Dec.	15	9:10*	Christmas Assembly	Gymnasium
Dec.	15	7:15	Morton (Basketball)	Gymnasium
Dec.	16	7:15	Oak Park (Basketball)	Oak Park
Dec.	16 to			
Jan.	2		Christmas Vacation	
Dec.	27	6:00	Alumni Reunion	Lobbies
Jan.	3-5	8:35*	Election of Courses	Homerooms
Jan.	5	7:15	New Trier (Basketball)	New Trier
Jan.	6	Noon	Pentangle Party for New Trier	College Lounge
Jan.	8-12	8:35*	Second Senior Budget Collection	Homerooms
Jan.	9	9:30*	P.T.A. Parent Education Meeting	Social Hall
Jan.	10	8:35*	Sophomore Talent Assembly	Social Hall
Jan.	12	7:15	Proviso (Basketball)	Gymnasium
Jan.	16	9:30*	P.T.A. Parent Education Meeting	Social Hall
Jan.	16	8:00	Community College Meeting	Faculty Dining Room
Jan.	18	3:15	Pentangle Birthday Party	Faculty Dining Room
Jan.	18	8:30	Community Concert	Gymnasium
Jan.	19	8:35*	D.A.R. Nominations	Homerooms
Jan.	19	7:15	Highland Park (Basketball)	Gymnasium
Jan.	24	8:35*	D.A.R. Assembly	Social Hall
Jan.	25	8:35*	D.A.R. Vote	Homerooms
Jan.	26		End of Marking Period	
Jan.	26	7:15	Waukegan (Basketball)	Gymnasium
Jan.	26	10:00	Girls' Cheer Section Dance	Gymnasium
Jan.	27	7:15	Niles (Basketball)	Niles
Jan.	27	8:30	"Social Shuffle" Dance	Social Hall
Jan.	28	3:00	Band Concert	Social Hall

* Indicates A.M. (morning time)

YOUR SCHOOL CLUBS

<i>Month</i>	<i>Day</i>	<i>Time</i>	<i>Event</i>	<i>Place</i>
Jan.	30	8:00	P.T.A. Parent Education Meeting	Social Hall
Jan.	31	8:35*	Speech Assembly	Social Hall
Feb.	1	8:35*	Central Council Nominations	Homerooms
Feb.	2	7:15	Morton (Basketball)	Morton
Feb.	3	7:15	Oak Park (Basketball)	Gymnasium
Feb.	8	3:15	Trireme Style Show	Cafeteria
Feb.	9	7:15	New Trier (Basketball)	Gymnasium
Feb.	16	7:15	Proviso (Basketball)	Proviso
Feb.	16	8:30	M.T.C. Ball	Faculty Dining Room
Feb.	20-23		District Tournament—Basketball	
Feb.	20	7:30	Open House	Classrooms
Feb.	21	8:35*	Freshman Talent Assembly	Social Hall
Feb.	22	9:10*	Central Council Assembly	Gymnasium
Feb.	22	8:30	Community Concert	Gymnasium
Feb.	23-24		State Swimming Meet	
Feb.	23-24		Sectional Meets—Wrestling	
Feb.	23	8:35*	Central Council Elections	Homerooms
Feb.	23	7:15	Highland Park (Basketball)	Highland Park
Feb.	23-24	8:00	Opera	Haven School
Feb.	24		District Tournament—Speech	
Feb.	24	Noon	Home Ec. Club Luncheon	Faculty Dining Room
Feb.	26 to			
Mar.	2	8:35*	Selection of Budget Staff	Homerooms
Feb.	27 to			
Mar.	2		Regional Tournament—Basketball	
Feb.	28	8:35*	Speech Assembly	Social Hall
Mar.	2	8:00	Girls' Physical Education Demonstration	G-100
Mar.	7-9		Sectional Tournament—Basketball	
Mar.	9		End of Marking Period	
Mar.	9	8:35*	Winter Awards Assembly	Gymnasium
Mar.	9	8:00	Student one-act plays	Social Hall
Mar.	9-10		State Finals—Wrestling	
Mar.	10	8:00	Pentangle Carnival	
Mar.	12-16	8:35*	Red Cross Collections	Cafeteria Wing
Mar.	15-17		State Finals—Basketball	Homerooms
Mar.	16-17		Evanston Youth Conference	
Mar.	20		G.A.A. Election of Officers	
Mar.	21	8:35*	Speech Assembly	Social Hall
Mar.	26-30	8:35*	Election of Courses	Homerooms
Mar.	27	8:00	Parents of Eighth Graders meet	Homerooms
Mar.	30	8:00	P.T.A. Meeting	Social Hall
Mar.	30	8:35*	G.A.A. Awards Assembly	Social Hall

* Indicates A.M. (morning time)

ADMINISTRATION OF A STUDENT CLUB PROGRAM

<i>Month</i>	<i>Day</i>	<i>Time</i>	<i>Event</i>	<i>Place</i>
Apr.	2	8:35*	G.A.A. Awards Assembly	Social Hall
Apr.	4-6		Formal Examinations	
Apr.	7-15		Spring Vacation	
Apr.	16-27	8:35*	Pentangle Clothing Collections	Homerooms
Apr.	18-19	8:35*	Quadrangle Election Assembly	Social Hall
Apr.	20-21		Illinois State Student Council Conference	Off Campus
Apr.	20	8:35*	Trireme Election Assembly	Social Hall
Apr.	20	3:30	Home Ec. Party for Graduates	Faculty Dining Room
Apr.	23-27	8:35*	Cancer Education Campaign	Homerooms
Apr.	23	8:35*	Pentangle Election Assembly	Social Hall
Apr.	24	8:00	P.T.A. Annual Meeting	
Apr.	25	8:35*	Speech Assembly	Social Hall
Apr.	25	Noon	All-School Elections	Cafeterias
Apr.	26	3:15	Senior Writing Trials	Room 324
Apr.	27		End of Marking Period	
Apr.	27-28	8:00	Drama	Social Hall
Apr.	30 to			
May	4	8:35*	Selection of Magazine Sales Staff	Homerooms
May	2	6:00	Drama Banquet	Faculty Dining Room
May	4	3:15	G.A.C. Election of Officers	Conference Room
May	4	7:30	Trireme Tournabout	Social Hall
May	5		District Tournament—Tennis	
May	7-11	8:35*	Selection of Community Chest Staff	Homerooms
May	10	8:35*	Trireme Board Elections	Homerooms
May	10	Noon	Red Cross Election of Officers	Cafeterias
May	11	3:15	Home Ec. Style Show	Social Hall
May	12		District Meet—Track	
May	12		District Meet—Golf	
May	14-19		District Tournament—Baseball	
May	14	6:00	Pan-American Dinner	Faculty Dining Room
May	17	8:35*	Pentangle Senior Board Elections	Homerooms
May	17	8:35*	Ninth Hour Sports Assembly	Social Hall
May	17	3:15	Pentangle Senior Tea	Faculty Dining Room
May	17		Trireme Tea	Student Lounge
May	18-19	3:15	State Finals—Track	
May	18-19		State Finals—Golf	
May	18-19		State Finals—Tennis	
May	21-26		Sectional—Baseball	
May	22	7:30	Saddle Club Horse Show	Off Campus

* Indicates A.M. (morning time)

YOUR SCHOOL CLUBS

<i>Month</i>	<i>Day</i>	<i>Time</i>	<i>Event</i>	<i>Place</i>
May	23	8:35*	Speech Assembly	Social Hall
May	24	6:30	Publications' Banquet	Faculty Dining Room
May	25-26	8:00	Spring Festival	Gymnasium
May	28 to			
June	1		State Finals—Baseball	
May	29	8:00*	G.A.C. Bow Sales	Halls
May	29	9:10*	Memorial Day Assembly	Gymnasium
May	29	3:30	G.A.A. Banquet	Faculty Dining Room
May	30		Memorial Day	
May	31	3:30	Pentangle Senior Board Party	Faculty Dining Room
June	1	3:10	Quadrangle Field Day	Fields
June	4	8:35*	Merit Citation Assembly	Social Hall
June	5	8:35*	Latin Assembly	Social Hall
June	8	9:10*	Prize Assembly	Gymnasium
June	8	7:30	Quadrangle Spring Awards	Social Hall
June	8		End of Marking Period	
June	9	6:00	M.T.C. Banquet	Cafeteria
June	13	9:00	Senior Dance	Social Hall
June	14	4:00	Commencement	Gymnasium

* Indicates A.M. (morning time)

The Club Schedule

The problem of scheduling has, in the main, arisen from the multiplicity of student clubs. It is conceivable that a school might have so many clubs that several meetings are scheduled daily, with each club meeting only once monthly. Conflicts involving use of rooms for meetings, adviser's program, all-school events, and membership in several clubs arise in scheduling. Economy of light and heat, regulations concerning evening meetings, and limitation of participation are factors to consider. The activities period presents a problem of its own that must be handled just as the laborious tabulating of individual class programs is done for the master schedule.

Various meeting hours are used to advantage in different

ADMINISTRATION OF A STUDENT CLUB PROGRAM

types of schools with varied master schedules. The last period of each day, the last period on Fridays, homeroom periods, after-school periods, floating activity periods, before-school periods, noon hours, evenings, and Saturday mornings are commonly used for club meetings. With a carefully constructed calendar and schedule there should be little conflict or exclusion of multiple participation because of overlapping. The schedule should be regular, conspicuously posted, and specific as to both hour and place.

CLUB AND ACTIVITY LIST⁶

1946-1947

<i>Name of Club or Activity</i>	<i>Sponsor</i>	<i>Place of Meeting</i>	<i>Time</i>
"A" Club	Byrnes-	Gym	On Call
	Dowling		
Archery	Scott	Gym	In November
Bridge, Contract	Hornaday	117	Every other Wed.
	Bradshaw		
Cheer Leaders	Eby	Gym	On Call
Chemistry Club	Ekman	111	Wednesday Afternoon
(Freshmen-Sophs)			
Chess Club	Doering	Cafe	Tuesday p.m.
Choral Club, Austin	Sims	316	On Call
Civics Club	Parker	128	1st-4th Wednesday
Commercial Club	Soncrant	305	4th Friday
Corral, The	Whiteside	119	On Call
Designers-Decorators	Brady	136	On Call
Fire Department	Goettee	209B	On Call
Golf Team	Willis	122B	On Call
Gavel Club	Dement	318	2nd & 4th Tuesday 7:50 a.m.
Green Mask Players	Harrison	Aud.	On Call
Health Council	Patton	TBC	On Call
Hi-Y	(Lumpkin)	YMCA	Wed. p.m.
Hospitality Club	Daugherty	TBA	On Call
Intramural Athletics	Hartung	Gym	3:00 p.m.
Legion Student Award	Crouch	203	3rd Tues. 8:00 a.m.
Mustang Band	Spampinato	Aud.	Daily before and after school

⁶ *Directory and Handbook*. Stephen F. Austin High School. (1946-1947). Houston, Texas.

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<i>Name of Club or Activity</i>	<i>Sponsor</i>	<i>Place of Meeting</i>	<i>Time</i>
Mustang Boosters	Greenhill	Cafe	Monday 3:05 p.m.
Mustang Mounties	Gates	120	Friday 7:50 a.m.
National Honor Society	Potter	211	On Call
Pan American League, Student	Dilworth Dyer Dailey Spampinato		
Quill & Scroll	Phillips	311	Thursday 7:50 a.m.
Radio Club	McLean	115	1st Tues. 8:00 a.m.
Red Cross Council, Jr.	Henderson	321	Thursday
Rolling Ponies	Waggaman	310	Before school
		Recreation	Thursday
R. O. T. C.	Thomas	Bowling Alleys	
Round-Up	Phillips	R.R.	Daily
		115	Monday & Thursday
Safety Patrol	Goettee		3:00 p.m.
Scottish Brigade	Lytle	209B	On Call
Student Council	Dailey	Grounds	Daily
Sub-Deb, Junior	Dyer	126	2nd Tuesday a.m.
Sub-Deb, Senior	McGinty	314	Every other Wed. a.m.
Tennis Club	Eby	215	Every other Wed. a.m.
Volley Ball	Hornaday	Gym	Spring Sem.
Y Teens	Tackett	Gym	4 days week
Latin Club	McGinty	216	Each week
		215	Daily

SCHEDULE FOR LUNCHEON MEETINGS

MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			Honor Society	Library Aides	Student Council	
	Book Club	Geology Club	Forensic League	World Circle	Art Club	
	Handcraft Club	Political Science	Thespians	Writers League	Quill and Scroll	
	Future Teachers	Future Farmers	Future Homemakers	Craft Guild	Symphony Club	
	Orchesis	Projection- ists	Kodakers	Tiger Staff	Polyglots	

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The Activity Period in Public High Schools

There seems to be a trend toward scheduling a regular period for student activities within the school day. A survey in 1948-1949 by the United States Office of Education revealed that considerably more than half the schools of the survey reported activity periods of varying length and frequency.

The last period of the day appears to be the most popular time for the activity period, though the morning homeroom period has found favor in some schools. The extended noon hour period has also been found practical. The activity period within the school day is especially suitable in consolidated or centralized schools where the students must leave immediately at the end of the school day to use the transportation provided by the school district. Some of these rural schools, however, prefer to schedule activities after school and provide special transportation for students remaining to participate.

An example of a regular daily activity period is found in the Robert E. Lee Senior High School, Baytown, Tex. (1,150), where it is scheduled from 10:23 to 11:03 a.m. daily as follows:⁷

MONDAY— Student council meeting.
All other students in homeroom.

TUESDAY— Club activities.
Pupils not participating in the club program are assigned to study groups presided over by teachers not sponsoring clubs during the current semester.

⁷ *The Activity Period in Public High Schools*. U. S. Office of Education, Washington, D. C. 1951. p. 2.

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WEDNESDAY—Homeroom guidance programs and/or separate assemblies for boys and girls. Topics at the girls' assembly have included "Being a Real Person," by a Girl Scout executive; "Personality," by a bank executive; "Feminine Hygiene," by a woman gynecologist. Boys' assemblies have presented talks such as "Venereal Disease," by a physician; "Getting a Job," by the personnel director of a corporation; "The Scriptures and Everyday Life," by a minister.

THURSDAY— Juniors and seniors in homeroom discussions. Sophomore assembly.

FRIDAY— Sophomores in homeroom discussions. Juniors and seniors in assembly.

At the Appalachian High School, Boone, N. C. (251), the activity period is held from 8:40 to 9:30 a.m. daily according to this plan:⁷

MONDAY— Group guidance.

TUESDAY— Club activities.

WEDNESDAY—Homeroom discussions and activities planned by each homeroom.

THURSDAY— Club activities.

FRIDAY— Assembly program.

ACTIVITY SCHEDULE⁸

<i>Wednesday</i>		<i>Friday</i>	
Room	Activity	Room	Activity
101	Music Appreciation (Modern)	101	Sports
101A	Bridge	101A	Sports
102	Ballroom Dancing	102	Boys Glee Club
103	Square Dancing	103	Girls Glee Club
		201	Philo Staff

⁸ *Extraclass Activities for All Pupils*. U. S. Office of Education. 1951. p. 42.

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Wednesday

Room	Activity
201	International Relations
203	Spanish
Lib.	Library Council
209	Football
210	Classical Music
211	Camera
301	Leathercraft
303	Radio Code
304	Football
307	Advanced Art Typing
308	Secretaries

Friday

Room	Activity
205	Future Homemakers
206	Future Teachers
207	Future Farmers
208	Surveying
211	Sports
301	Leathercraft
303	Chess
304	Basketball
307	Art
308	Secretaries
310	Dramatics

The nature of the club activity is the major factor in the selection of a meeting place. A club which listens to symphonic recordings is likely to need the facilities of the music room, while a group interested in chemistry will surely want to use the laboratory. Others will be best accommodated in sewing rooms or arts and crafts studios. A carefully constructed schedule permits the utilization of rooms with special facilities. For special purposes the auditorium, gymnasium, library, or cafeteria can be scheduled for a club.

The group process flourishes best in pleasant surroundings. Since it is necessary to schedule clubs in classrooms in most school situations, every effort should be made to assign classrooms which have movable furniture and an attractive atmosphere. Students in several schools have redecorated and furnished an unused room in the school building for club meetings. Small groups often meet in the homes of members.

Club Organization

One effective way to control the number and operation of clubs is by allowing the students to decide which charters are to be granted. The student council or an interclub coun-

YOUR SCHOOL CLUBS

cil ordinarily performs this function, which involves the examination and approval of constitutions of new clubs and of revisions by old clubs. The chartering agency is usually vested with the right to require certain provisions and to restrict others so that club constitutions will be in accordance with the constitution of the student body and general administrative regulations. Better coordination of funds and scheduling is facilitated by uniform constitutions.

GRANTING CLUB CHARTERS⁹

To insure the success of clubs and to aid them in carrying out their activities in an efficient manner, club charters are granted by the Student Council. All clubs must submit a constitution or a statement of rules and requirements to the Executive Council after their first meeting in September or at an appropriate date thereafter. The constitution or rules must include statements pertaining to the following:

1. Purpose of club
2. Election of officers
3. Minimum membership of 12
4. Attendance requirements
5. Finance—Dues should not be prohibitive, but within reach of the student body in general
6. A faculty advisor or faculty representative must be in attendance at every official meeting of the club.

At the end of each semester, all clubs submit a report on their membership attendance and program. The fact that this report is given to the Executive Council provides an added incentive for better planned club programs.

⁹ *Student Council Syllabus*, East Senior High School, Rockford, Illinois. 1945-1946.

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Most groups prefer to operate under a constitution, and many are required to do so by school regulation. The framing or revising of a constitution and operating under it are worthwhile democratic experiences.

Nevertheless, clubs which stress the legal structure excessively and bog down in parliamentary procedure become empty shells of artificiality. Good human relations are nurtured in an unstructured group in which leadership rises and shifts naturally and consensus is reached without vote. Students who are accustomed to working together on projects are able to do group thinking and proceed at once to their project without preliminary formalities. Each student accepts leadership responsibility within the group. Good group thinking is integrative rather than argumentative.

However, until groups are ready for a less controlled form of organization, the elected student leadership is advisable. Each club must have the privilege of electing its officers by majority ballot. All official duties and procedures should be duly constituted. In order to distribute opportunities for official leadership, an election ought to be held each semester. Some types of clubs and some schools like to hold elections at the end of the semester to insure continuity of program. Such a carry-over plan is not reasonable in every school because of organizational features or transitory enrollment.

The student council is suggested as the student agency for the coordination of the school's club program. A typical constitution for a student council follows. The sample constitution may be used as a pattern for each club which the council charts.

YOUR SCHOOL CLUBS

CONSTITUTION¹⁰

Preamble

We, the Student Council members of the Libertyville Township High School, in order to foster a spirit of co-operation among the students and faculty, maintain a high standard of personal conduct, promote and encourage activities for the best interests of the school, and develop good citizens through experience in government, do hereby establish this constitution for the Student Council of the Libertyville Township High School.

Article I

Name

SECTION 1. The name of this organization shall be the Student Council of the Libertyville Township High School.

Article II

Purpose

SECTION 1. The purposes of this organization shall be:

1. To promote respect for both public and private property.
2. To promote high standards of conduct in leadership, honesty, loyalty, and courtesy.
3. To promote co-operation so as to develop better school spirit.
4. To strengthen relations with neighboring schools.
5. To provide better training in thought and action, both in class and in extra-curricular activities and to present better channels for discharging these activities and responsibilities.
6. To serve as a liaison between the faculty and the student body and advise ways and means by which the Libertyville Township High School may be made a better school.

¹⁰ Handy Hints. (1948-1949). Libertyville Township High School.

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Article III

Powers Granted

SECTION 1. All actions taken by the Student Council are subject to veto by the school Principal and Board of Education. It shall not voluntarily interfere with the activities of the classes, Social Committee, or any other established organization.

SECTION 2. The Student Council shall charter new organizations and clubs.

SECTION 3. It shall have the power to investigate conditions around the school and make reports and recommendations to the Principal.

SECTION 4. The Student Council may organize and carry on programs to promote school safety, spirit, health, and welfare.

Article IV

Membership

SECTION 1. The Student Council shall be composed of one member from each homeroom and the Vice President of each class. Each representative shall have an alternate.

SECTION 2. Qualifications:

1. Representatives shall be members of the homerooms they represent, except in the case of the Vice Presidents.
2. Good character, leadership, and past valuable service rendered to the school are desirable qualifications.

SECTION 3. Election:

1. Representatives shall be chosen in the second week of April to serve the following year. In the case of the freshmen, representatives will be chosen the second week of October.
2. The faculty advisors, homeroom presidents, and class officers of the respective classes shall choose three candidates

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from each homeroom. Each homeroom will then vote on its three candidates. The candidate receiving the most votes will be the representative from that homeroom for the following year. The candidate with the second most votes will be the alternate.

SECTION 4. Term of Office: Representatives shall hold office for one school year. This does not preclude re-election.

SECTION 5. Absenteeism: A member shall be removed from office after one unexcused absence in one semester.

Article V

Officers

SECTION 1. The officers of the Student Council shall be a President, Vice President, Secretary, and Treasurer, elected by the Student Council members by a majority vote.

Article VI

Duties and Powers of Officers

SECTION 1. The President:

1. Shall preside at all meetings of the council.
2. Shall, with the consent of the faculty supervisor, call extra meetings whenever necessary.
3. Shall appoint temporary committees.
4. Shall assume all extra responsibilities which may arise during his tenure of office.
5. Shall post notice on the bulletin board two days prior to a meeting of the Council.

SECTION 2. The Vice President:

1. Shall preside at the meetings in the absence of the president.
2. Shall be responsible for all publicity concerning the Student Council.

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3. Shall send notices to each member and the faculty sponsor one day before each meeting of the Council.

SECTION 3. The Secretary:

1. Shall keep an accurate record of all transactions of the Council.
2. Shall conduct all correspondence of the Council.
3. Shall furnish the president with a copy of all unfinished business before each Council meeting.
4. Shall furnish, at the end of the year, a complete report of the accomplishments of the Student Council.
5. Shall call roll at each meeting.

SECTION 4. The Treasurer:

1. Shall keep an accurate record of all expenditures and income.

SECTION 5. The Members of the Student Council:

1. Shall have the privilege of presenting to the Council any suggestions made by their respective homerooms for the general welfare of the school and the student body.
2. Shall report to their respective homerooms and discuss with them the business of the Student Council.
3. Shall, as the chosen members of the classes, conduct themselves as such by abiding by all school rules, and setting examples for the rest of the students.

SECTION 6. The Alternates of the Student Council:

1. Shall attend meetings only when the regular representative is absent.

Article VII

Ratification

SECTION 1. The constitution shall be ratified on the basis of individual votes of the students. A two-thirds vote of the entire student body will be necessary for ratification.

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Article VIII

Amendments

SECTION 1. This constitution may be amended by a three-fourths majority vote of the Student Council and the approval by silence of the principal.

SECTION 2. An amendment to the constitution may be presented to the Student Council by any member of the student body, the Student Council, or the faculty.

SECTION 3. All proposed amendments must be in written form and be presented to the Student Council and the principal at least one meeting before the final vote is taken.

Article IX

Appointment and Duties of Sponsor

SECTION 1. One faculty sponsor shall be appointed by the principal.

SECTION 2. The sponsor shall be present at all meetings of the Student Council but have no vote.

SECTION 3. The duty of the sponsor shall be to give advice and assistance when needed.

Article X

Quorum

SECTION 1. A quorum shall consist of three-fourths of the governing body as represented by either the representative or his alternate.

Article XI

Date and Place of Meetings

SECTION 1. The Student Council shall meet every Monday morning from 8 to 8:45 in the sponsor's homeroom.

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Article XII

Date Effective

SECTION 1. The constitution shall be effective immediately after ratification.

By-Laws

By-Law 1. The Student Council's new and old members will elect their new officers after they have attended one meeting.

By-Law 2. The absent member should present a white slip from the office or a suitable excuse to the secretary. In case the regular member is dropped the alternate will take his place. In case the vice president is dropped, the next in line will take his place.

Club Meetings

There is no single pattern which club meetings follow. Variety is the essence of the club program's vitality. Active programs such as dramatics and baton twirling attract many participants, yet the study group and the listening group have their place, for they provide mental activity. Each club develops its own program and order of business.

It is customary, but not necessary, for club meetings to begin with a short business session, conducted under simplified parliamentary rules. The formal session ordinarily lasts from fifteen to thirty minutes. The discussion, craft work, speaker, or other kind of program occupies the members for the remainder of the club period, usually from a half hour to an hour and a half.

Some clubs like to have a social hour preceding their business meeting or discussion. They meet for a potluck supper and then conduct business and their discussion or music pro-

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gram. A small number of clubs have luncheon meetings in the school cafeteria.

The club program is to be planned jointly by members and their adviser. Suggestions for activities which fall within the scope of a particular club may be taken from many sources: a review of the previous year's program, an account of an activity in a neighboring school, a magazine article describing an activity in a distant school, correspondence with another club, a school or community problem, an individual hobby, a speaker's message, the adviser's idea.

After the club has decided upon a problem it wishes to explore, an interest it wishes to study, or an activity it wishes to enjoy, members cooperatively gather information and materials with which to work. These materials may be books, factual information, tools, specimens for microscopic study, recordings, yarns and other craft materials. The group, committees, or individuals take field trips, have interviews, write letters, and so on, to investigate a problem or study new facts of a subject.

The most successful club projects are those which can be translated into action. Club programs achieve added significance if they are related to the total school program, to the individual's personal problems, and to community life. Young people like to *do* things—to sing, to weave, to have a coin exhibit, to present a play, to make a lamp, to aid with flood relief, to improve their appearance, to work toward better intergroup relations. Clubs are relatively free for active programs. Learning from club experiences should be applicable to real-life situations. For example, a group which has selected the problem of safety and studied it from the factual standpoint would study the needs of the school community and

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try to find solutions to the problem. The group would then decide which proposed solution from reading and discussion seemed to be best for the particular local situation. The group would finally institute a plan of action to improve existing conditions. The plan may involve improving their own safety habits, establishing a safety patrol at school crossings, making posters calling attention to safe work habits, teaching younger brothers and sisters better safety attitudes, petitioning the city council for an underpass leading to the school, campaigning for safety at home by speaking before parent groups, requesting the principal to include a driving course in the curriculum.

All meetings should be open meetings under faculty supervision. Secret organizations are undemocratic groups which set up class friction and undermine the activities program of the school. It has been demonstrated that secret societies can be supplanted by a well-planned club program with distinctive social affairs.

Financing Clubs

Frequently the exorbitant cost of the activities program to individuals is open to criticism. The ideal solution is the financing of the student activities program from tax funds as a legitimate expenditure for instructional purposes. Until the boundary between formal and informal education is erased, appropriations will be difficult to secure. The burden of cost for participation in the activities program should never be an excluding factor, even for students from families of the lowest income brackets. It is imperative that individual expense be carefully scrutinized and controlled if the club program is to be a holding power rather than an eliminating

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factor; if it is to bring students into groups rather than to keep them out of groups.

Apportioned subsidies, fund-raising projects, dues, and assessments will no doubt continue as long as student activities are not considered as part of the curriculum. The chartering of organizations by the student council permits a unified and respected control of constitutional provisions regarding expenses and budgets. A central student activities treasury makes it possible for appropriations to be made on the basis of budgets which are submitted by the several organizations to cover their planned activities for the year.

Student activity tickets have proven valuable in reducing costs to the individual club member, in simplifying the accounting system, in equitable allotment of funds, and in increasing participation. The sale of activity tickets on the installment plan is advisable. Ordinarily the purchase of an activity ticket entitles the holder to attend all general school activities and to receive school publications. The central fund is then disbursed equitably to assure clubs of means for carrying out their programs and to avert concentration on fund raising.

There should be a centralized system of accounting handled by the students, supervised by the faculty, and open to the public. Good business procedures should be required of every club as a part of the educative process. Uniformity and accuracy are essential within each club from year to year and certainly when there is a central treasury for activity funds. Many elaborate systems involving printed forms, countersigning, bonding, and auditing are used in schools handling large funds.

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FINANCING STUDENT ACTIVITIES¹¹

The *Budget Ticket* is the E.T.H.S. way of financing activities at an extremely low cost to students. The Budget Ticket includes admission to three football games, eight basketball games, a discount on one football and one basketball game, admission to a dramatic production, a year's subscription to the *Evanstonian* newspaper, a copy of the *Yearbook*, a copy of the *Pilot* handbook, and dues in Quadrangle, Pentangle, or Trireme. This \$13.95 total value is available through budgeting at an actual cost of \$6.00 and that low figure is cut in half by the large subsidy from the Magazine Sales Campaign. Thus the school is able to give each student extensive participation in school activities. Approximately 90% of the students buy Budget Tickets. This extremely high percentage makes possible careful budgeting on an annual basis in publications, athletics, and club affairs. Such wide coverage also is quite democratic since practically the entire student body can participate in school affairs and share in school opportunities without the hardships of frequent collections, subscriptions, dues, and admission fees.

Last year's income was disbursed as follows:

Boys' athletics	\$ 5,300.00
<i>Evanstonian</i> newspaper	3,500.00
Senior <i>Yearbook</i>	1,500.00
<i>Pilot</i> (handbook)	991.45
Office expenses	1,535.40
Drama department	200.00
Quadrangle	104.30
Pentangle	49.70
Trireme	52.60
Total	<u>\$13,233.45</u>

¹¹ *Annual Report* (1949-1950), Evanston Twp. High School, Evanston, Illinois.

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In the current year's magazine campaign, the total sales amounted to \$70,139.00. The current year's net profits were disbursed as follows:

Budget Ticket plan	\$ 6,000.00
Homerooms	4,487.80
Evanston Community College	174.15
Band Uniforms	1,000.00
Photographic Service	300.00
Portrait Gift	400.00
Assembly Fund	400.00
Student Activities Office	300.00
New Motion Picture Camera	200.00
Reserve Fund	537.98
Total	<u>\$13,799.93</u>

The Central Treasury of E.T.H.S., which functions as a bank within the school, combines the funds of approximately 100 school clubs and organizations, having a total of transactions amounting to approximately \$170,000 during a school year. A strict business procedure must be followed by all groups connected with the Central Treasury Office.

The school store operates in close conjunction with the Central Treasury and serves as the depository for all student collections—ticket sales for school functions, budget collections, magazine subscription sales, and various student assessments.

Deposit tickets are issued by the Store Representatives for all funds deposited, and a copy is given to the depositor as his receipt. Another copy is sent to the Central Treasury Office and is recorded as a credit to the organization.

When funds are to be withdrawn, a form known as an "Order-to-Pay" is made out and signed by the faculty sponsor. Such orders must be substantiated by invoices or receipted bills covering the amounts requested. Checks are issued and mailed by the secretary in Central Treasury, and the organization account is charged for the amount so expended.

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Complete records covering all account activities are kept in the Central Treasury Office, and monthly reports are made to the organizations participating. Student treasurers are also required to keep simple account books showing receipts and payments made by their own group.

By having individual records kept by student treasurers, and the general records kept by the Central Treasury secretary, a double check is exercised over all student activities accounts.

The Central Treasury accounts are audited by certified public accountants at the time of the regular annual audit of the accounts of Evanston Township High School.

Publicity for Clubs

School newspapers give dramatic evidence of the prominence of student activities in the pattern of American education. In most school papers about three fourths of the total space is assigned to the activities program. Stories are written in detail and illustrated with photographs. Regular columns such as those following appear in some papers.

THE CLUB WEEK

Monday

Tutors: 8:00 A.M., breakfast meeting, Homemaking Suite

Book Review Club: 12:00 Noon, Cafeteria

Craftsmen: 4:00 P.M., Woodshop

Tuesday

Opera Club: 7:00 P.M., City Auditorium

Masquers: 6:30 P.M., School Auditorium

Wednesday

Chemistry Club: 4:00 P.M., Chemistry Laboratory

Physics Club: 4:00 P.M., Physics Laboratory

Biology Club: 4:00 P.M., Biology Room

Thursday

Modern Dance Club: 8:00 P.M., Girls Gym

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Hostess Club: 6:30 P.M., Home of Jeanie Lang
Friday

Game: 3:00 P.M., Stadium

Concessionaires: 2:30 P.M., Stadium

Saturday

Tourists: 10:00 A.M., Bicycle Racks at South Entrance

CLUBBICITY

The Poetry Club met in the Library after school Monday afternoon and listened to recordings of Carl Sandburg's poems.

The Forum Club presented a discussion on "The Welfare State" before the Men's Civic Club at a luncheon meeting at the Hotel Hastings on Tuesday noon.

Wednesday evening the Social Club had a Mexican Hayride. The hayrack was gayly decorated with fiesta colored paper, gourds, and peppers. Latin American music was provided along the way.

Members of the World Friendship Club, on Thursday evening, in the music room, listened to records brought from various countries by exchange students in the school.

Thespians were first-nighters at the stage production of *The Curious Savage* which opened at the Lyric on Friday evening.

On Saturday morning, the Travel Club enjoyed a boat excursion on the river. The Library Club members, because of their excellent travel literature exhibit, were guests.

School assemblies are channels for publicizing student activities. Clubs can take a prominent part in assembly programs.¹² Every club has numerous social activities which make good copy for school and community newspapers.¹³

The display case in the main corridor of the school may be used to advantage for exhibits of various groups. An Inter-

¹² *Vitalized Assemblies: 200 Programs for All Occasions*, by Nellie Zetta Thompson. E. P. Dutton & Co., New York, 1952.

¹³ *High Times: 700 Suggestions for Social Activities*, by Nellie Zetta Thompson. E. P. Dutton & Co., New York, 1950.

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club Day of major projects helps to popularize and publicize club activities. A federation with an interclub council is a continuing means of keeping student activities in focus. Club representation on the student council is a permanent and forceful way to maintain interest. The simple device of an attractive club name can be effective. The name "Buskin and Brush," for instance, gives a group more prestige than the prosaic name "Dramatics Club." Achievement awards always have news interest. A personal slant on club publicity is good occasionally. Interschool exchanges of club programs have news value. Radio and television programs by school clubs can be excellent publicity if they are carefully planned and well presented.

School-Community Relations Through Clubs

Good press relations are essential to harmonious school-community relations. Open house allows the citizenry to see the club program in operation, but the public is entitled to an interpretation of the club program's objectives as well. There should be communication channels through parent-teacher organizations for explaining policies regarding hours of meetings, travel, expenditures, and other facets of the club program.

The utilization of community resources tends to bring school and community closer together. A club's readiness to serve the community with music and other educational activities builds good will. Public demonstrations in the form of programs, exhibitions, displays, and competitive events comprise a part of the information program of the school.

Joint planning of community activities for youth by parents, school, and other agencies interested in the welfare of

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young people gains understanding and support of the club program. Student representation on the community recreation council, in the community theater, and in parent-teacher organizations develops understanding between adults and youth concerning the club program.

The foundation of community attitude toward the club program of the school is the club program itself. If the administration considers the club activities an important part of the curriculum, the attitude will be reflected in the adequacy of the club program. If the advisers are enthusiastic and capable, their leadership will be felt in the home through the interest and progress of the student. If the club members are becoming better citizens, their growth will be mirrored in their regard for school property and non-teaching personnel as well as in their relationships with one another.

Standards for an Effective Club Program

The club program should be *dynamic* above all else. It should grow out of and be a *vital* part of the life of the school. It must have *wide participation*. It must be *active*. If it is *responsive* to the needs and desires of the students it will be *broad* and *democratic*. If it is to operate smoothly it must be *definitely scheduled* and *financially sound*. It needs *adequate materials* and *trained leadership* to accomplish its *planned projects* and to approximate its *clearly crystallized objectives*. It must be permeated with the *concept of the experience curriculum*.

The effective club program is designed to fulfill definite stated objectives.

ADMINISTRATION OF A STUDENT CLUB PROGRAM

The effective club program grows out of the needs and interests of the students.

The effective club program emphasizes democratic group processes.

The effective club program permits a variety of group structures.

The effective club program considers mental activity as one form of action.

The effective club program provides intermittent solitude for individual members.

The effective club program has competent and enthusiastic faculty supervision.

The effective club program has only one membership requirement—interest.

The effective club program places no activity above another on the scale of importance.

The effective club program insists that all activities must have educational values.

The effective club program affiliates with national or state organizations if joining them will give direction to the local program.

The effective club program evaluates itself annually.

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PART II

A CONSTRUCTIVE PROGRAM OF
STUDENT ACTIVITIES



PART II

A CONSTRUCTIVE PROGRAM OF STUDENT ACTIVITIES

ART CLUBS

Art is the search for beauty which enhances the journey through life. Everyone can be an artist in his own way. The individual may never create a painting or a piece of sculpture, but his enjoyment of the work of others can be sharpened. Civilization's artistic heritage should be known to all students. If there is marked talent in a student, it should be cultivated although the talent may never materialize into more than a lifelong, pleasurable pastime. The application of art is a part of everyday living. Good taste in color harmonies, backgrounds, graceful lines, and good proportions can transform the appearance of a person and provide a background conducive to mental health in the home. Nature becomes more beautiful to the trained eye, because perception of the earth's beauties is keener. Art is a common topic of conversation in cultured circles. Art is for everyone. "Art," a Chinese once said, "is what one might call an essential luxury. A rich man with no appreciation of art becomes unbearably poor; while a poor man with an inner delight in art and the outward ability to express beauty becomes immeasurably rich."

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Desirable Outcomes

- To develop an appreciation of art in its many forms.
- To afford an outlet and guide for self-expression.
- To instil a love for beauty in everyday life.
- To create a desire for beauty in the home and community.
- To increase powers of observation and discrimination.
- To unfold areas of worthwhile leisure.
- To lay open new vocational avenues.
- To broaden the culture of the individual and the group.

Popular Names

Daubers, Beaux Arts, Palette and Brush, Easel, Thumb Tack.

Suggested Activities

CALENDARS

An art club would find the making of state calendars an absorbing annual project. In preparation for this work, a considerable amount of time should be spent in studying or reviewing the history of the state. Separate committees may visit the library, search old records, consult old firms, interview pioneers, and go to the museum. Each year the art club should concentrate on a different phase of state history so that there is continuity. For example, study the state as a vacation land one year; its resources, another; its industries, another; its authors, another; its wildlife, another.

After sufficient information has been assembled and absorbed, make the preliminary sketches. For the vacation-land series, depict things that would interest tourists—scenic points,

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rodeo, fishing, skiing, surf-board riding. For a history series, show Indian scenes, old forts, pioneer home life, historic sites. If the state's authors is the theme, illustrate their stories. If state industries is the theme, translate industry through modernistic, abstract, futuristic, or other forms. One year might be devoted entirely to agriculture, with attention to pastoral sketches and landscapes.

Then transfer the twelve best sketches to linoleum blocks of like size for cutting or have engravings made from the drawings. The group is then ready to print the calendars by hand or to send the material to the school print shop or local press.

Hand lettered calendars can be produced in limited number by the art club for its own members. The school print shop or club could supply calendars to all homerooms. If a distribution to the community is desired, fund-raising activities, advance sale of the calendars, or underwriting by local business firms may be undertaken.

APPLIED ARTS

Students interested in applied arts may wish to explore several related fields, such as clothing, decorating, design, and staging. The year's projects may be undertaken as units. Selections may be made from such projects as those listed below. The time spent on each unit should be determined by the interest of the group. If the group prefers to specialize in one phase of applied arts, a much more thorough and detailed study of one area can be planned.

Clothing. (1) Conduct a color clinic to assist the students in tasteful selection of their clothes. Help them to learn how to choose basic clothing and accessories in pleasing color

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combinations. Show them how carefully selected colors enhance individual appearance. Early autumn and spring dates are the most suitable for the clinic. (2) Stage a style show emphasizing well-chosen colors in dress, school, and sports clothes. Winter, the neglected season in style parades, is ideal. (3) Plan a college wardrobe upon the basis of a fundamental piece of apparel already owned. Make choices on the bases of color and economy.

Interior Decorating. (1) Study color selection in clothing and interior settings from the standpoint of personality and individual expression. (2) Study color selection from the viewpoint of an interior decorator, considering type of room, natural light, fabrics, etc. (3) Plan or actually decorate a room, working from the colors of a favorite picture. (4) Transform a dark garret room of a member's home into a livable, lovable hideaway by using color and design cleverly. Decorate the social room or clubroom of the school or recreation center, emphasizing gay colors and spirit. Undertake to decorate the whole house built by the boys of the vocational classes.

Design. (1) Dishes may be decorated. Some may wish to do a whole set after they have tried a piece or two. (2) Stencil monograms on handkerchiefs, towels, sheets, tablecloths, napkins, and scarfs. (3) Decorate or make complete scrap-books for children. Use them in the laboratory nursery or give them to an orphanage. Use oilcloth or fabric for hard wear. (4) Transform brown kraft paper into attractive wrapping paper for a gift for a birthday or other occasion by using a small repetitive motif. (5) Draw designs suitable for end papers of books of science fiction. (See also Crafts.)

Staging. (1) Select colors for costumes, sets, and lights for

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all dramatic productions of the school. Make stage models of selected dramas, keeping in mind accepted principles of dramatic art. (See also Dramatics.)

APPRECIATION

Delightful methods of acquiring a background for artistic discrimination are numerous. A group might select several of the methods suggested below. (1) Keep art scrapbooks on artists, modern art, unearthed treasures. (2) Prepare models of Egyptian, Assyrian, and Babylonian architecture. Study the unique characteristics of the Greek, Roman, and Gothic styles of architecture so that it will be possible to recognize their distinctive features immediately. Be able to identify the various architectural styles predominant in European countries. Trace their influence on American architectural design. (3) Find illustrations and references on the character of Polynesian and Egyptian art. Prepare a paper on Mayan art. Go to a museum to see examples of Chinese art. Discuss the symbolism used by these peoples. Reproduce some typical designs. Adapt them to twentieth century use. (4) From encyclopedias, museums, galleries, and private collections, study designs of jewelry of several periods and parts of the world. Egyptian, Oriental, and Aztec styles would make an interesting comparison. (5) Exchange art portfolios with other schools in this country through direct contact, and with schools of foreign countries through the Junior Red Cross. (6) Show moving pictures, filmstrips, and slides of works of art. Use an opaque Balopticon projector for analyzing details in the study of techniques and in furthering appreciation. (7) Visit an art gallery. Beforehand consult the person in charge so that plans can be made for getting the most out of the

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DESIGN

Although design may be classified under applied art or commercial art, the field is broad enough so that a year's program can easily be based on design alone. As in commercial art, acquaint the students with as many types and media of design as their interest and time allow. Here is a variety of projects from which to choose.

(1) In bold color, paint primitive masks of frightening mien. Use the paintings as a wall hanging, as a design for textiles, or as a border for a room during a special event. Study first the background of the medicine man and war masks to grasp the true spirit. (2) Make jacket designs for books—real or fictitious titles—employing studies in emotion and lettering. For example, assign a mystery title or a humorous title for the development of designs with an effect of mystery or humor. (3) Make a design for a linoleum floor covering for a cheerful kitchen or a dignified corridor; for an expensive wool carpet of a conservatory; for a homey hooked rug. (4) Make designs for needle point seat covers, embroidery transfers, tooled leather items, old-fashioned samplers, religious mottoes. (5) Cut linoleum blocks with the insignia of various school organizations and stamp napkins, menu covers, program covers, posters, cards, invitations, correspondence cards, and stationery for them. (6) Design and reproduce greeting cards for personal or organizational use or for sale to the students. (7) Make placemats for school banquets by making a composite plate of black and white designs cut by individual students on a particular theme. (8) Draw textile designs suitable for seat covers and auto robes of specified styles and colors. (9) Use single and varied combinations of geometric figures in

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two or more colors in designing luncheon cloths. (10) Design textiles with floral and leaf motifs, first natural form and then stylized. Transfer the designs to scarfs. (11) Design upholstery cloth, sofa pillow covers, and draperies for a recreation room for the school or canteen or for a member's home. Sports equipment such as golf balls or tennis rackets makes a pleasing motif for a textile design. Sketches of dancers or football players form an appropriate design. Simple repetitive designs in mass or border of stitched baseballs, fragments of checkerboards, chessmen, or musical instruments are very challenging. Riding to hounds is a colorful and sophisticated theme with which to work. (12) Design wallpaper suitable for a bedroom, bathroom, living room, kitchen, or nursery. Sketching from still life—flowers, monuments, chinaware, or toys—is a wise prerequisite. Actually use the nursery paper in a member's home or laboratory nursery school. (13) Design shelf paper and decals for use in kitchen, bathroom, and nursery. (14) Design stage scenery.

PAINTING

Opportunity should be provided for self-expression and creative talent. Meetings may be devoted to the study of principles, criticism of example, and actual brush work. Illustrate children's stories, short stories, novels, or non-fiction studied or read for pleasure. Paint miniatures from large oil portraits found in homes, hotels, galleries, and museums. Attempt formal portraits in oils. Use the sponsor, a club member, a member of the family, or any willing subject as a model.

Group work on a large scale is often of value. Paint murals for temporary or permanent use. Plan a series of panels depicting the historical development of the state for the main cor-

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ridor; opposing panels on destructive and constructive uses of atomic energy; a series suitable for the biology classroom; complementary spaces on music and drama for the auditorium; series on transportation, Four Freedoms, American heritage for the classroom; regional literature for the library; holiday panels for the cafeteria; a series for the nursery school; murals on special themes for social events; scenes of school life for the youth center; panels for community buildings illustrative of the wheat or orange or steel or other local industry; America the Beautiful scenes for lower grades.

SKETCHING

More students are interested in sketching than in painting. Divide the year into six-week periods so that pencil, ink, pastel crayon, chalk, charcoal, and other media can be used. There is no end of interesting subjects. Do copy work from magazines and fine specimens in the gallery. Draw from photographs. Study movement and mood in silhouettes. Sketch toys. Illustrate nursery rhymes and fairy tales. Arrange flowers, fruit, pottery, sports equipment, etc., in pleasing groups and sketch from still life. Sketch draped fabrics, showing their soft folds.

Visit a museum and there sketch figures in the anthropological section, guns in racks, pottery on shelves. Sketch fashions from store models, people on the street, racks in a store. Sketch local landmarks, statues, monuments, cemeteries, sculpture. Period and modernistic furniture make good subjects. Do steeples, domes, narrow alleys, fountains, doorways, and various types of architecture. Specialize in drawings of construction scenes, emphasizing perspective, diagonals, and horizontals. Work with vertical elements by depicting scenes

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with vertical lines dominant—grain elevators, smokestacks, modern buildings with long windows.

Draw interiors from several points of vantage. Sketch trees and shrubs. Concentrate on pastoral scenes, showing the changing countryside from season to season. Tell the story of the state in pictures of its chronological development, showing the broad phases of life within the state. Interpret the natural locale—the quiet pine and birch of the mountain and the raging forest fire; the placid lake and the turbulent stream; the friendly, sunny sea and the menacing waves of the storm; the busy street of the shoppers in the day and of the theatergoers at night; the desert garden; the lank marsh growth; the treeless prairie. Travel sketches are a test of memory and ingenuity.

Bring pets to the meetings or visit a nearby farm or zoo to specialize in sketching animals. Study the human figure by using models draped in flowing Grecian robes. Sketch classmates, teachers, children at play, parents, men at work—without going far afield. Go into the community and sketch the butcher at Center Market, the beggar, the sleeper on the park bench. At sporting events sketch the tennis player, the golfer, the swimmer. Sketch racial groups and family groups which can be studied at first hand. Sketch babies, babies, babies. Do portraits of boys engaged in sports the year around. Study motion by illustrating football, skating, or diving. Sketch contest winners in music. Sketch the leading actors of school plays.

Interpret music by sketching. For translating impressionistic forms in this manner, Stravinsky and Debussy are suitable; such selections as *The Nutcracker Suite*, *Peer Gynt Suite*, *Saber Dance*, *Danse Macabre*, and *Spellbound* have been used successfully. Create fantastic patterns such as endless

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stairways, crazy clouds, crooked poles, rows of white crosses, wildly ringing bells, floating ears, etc., inspired by modern symphonies. Charcoal is good for the speed of this project, but color adds to the bizarre effect.

Express emotion by using color, line, and form—separately and in combination. Hands dripping with blood, a knife in a heart, and so on, are examples. Study subtle changes of pace and mood created by color. Illustrate with variations on such a subject as "The Red Scarf." Portray emotion visible in the human face. Study photographs of actors, news pictures, and actual life for models. Also use memory and imagination. Compose masks such as those traditional of drama—comedy and tragedy. Depict such traits as jealousy, greed, and hate—singly or in interesting groupings. Depict opposite characteristics such as contentment and fear. In a study of facial expressions and portraiture, attempt triple characterizations for contrast, thus: do three heads in a group—perhaps a gangster, a gypsy, and a nun—accenting the face with the appropriate neckline and headgear.

Sketch musical instruments, gnarled and bare trees, broken furniture, geometrical figures, and jagged lines and then use these sketches as a basis for abstract compositions. Use an industrial theme in modernistic style. Translate the dye vats, soap kettles, belching furnaces, smoking chimneys, cogwheels, spindles, lines of men, sweating worker, acres of parked autos, and whistles into abstract themes.

SCULPTURE

Schools with facilities and funds for materials may experiment in various media in sculpture. But almost any group can manage wood carving and clay modeling if it cannot engage

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in chip mold sculpture or stone or bronze castings. Start with massive forms showing position and attitude and progress to contour and detail. Use oil clay at first and then the natural dry clays as technique improves. In some regions snow sculpture may be included in the program.

EXHIBITS

Most art exhibits are of the conventional type—gallery style—with work mounted and hung attractively in a sky-lighted room or specially lighted corridor for the general public to view. But, as an innovation, introduce a studio-style exhibit, with work exhibited on easels in the art room. Issue invitations for receptions held at the opening of exhibits. Exhibit art work in connection with the Camellia Festival or the Orange Show annually, letting a major project express the subject of the shows themselves—camellia still life or an orange production panoramic mural. Sometimes have a varied exhibit, displaying clay masks, silver jewelry, stylized designs, and sculpture, as well as paintings. A special art or craft or theme may constitute an exhibit, as a “Christmas in Many Lands” paper sculpture display. Occasionally go arty and show crayon work and pictures in many media in the form of a sidewalk show. Impart color to the scene by stationing smocked demonstrators with palettes among the creations.

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Southeastern Arts Association, Catherine Y. Baldock, Public Schools, Roanoke, Va.

Western Arts Association, Ivan E. Johnson, 3700 Ross Ave., Dallas 5, Tex.

CAREER CLUBS

Vocational clubs offer opportunities for exploration in the trades and professions. Students need a fairly comprehensive understanding of one occupation and experience in several related fields of training. Under the prevailing system of somewhat rigid programing and credit requirements, it is difficult to provide varied types of vocational training. Even under a rotation system of units, equipment is a problem. The flexible club program can utilize community resources. The work of all career groups should include study of occupational outlook, related occupations, application procedures, Federal and State labor laws, Social Security provisions, and training requirements. The reading of fiction and biography dealing with a particular kind of work adds to a student's fund of information and helps him with his decision about his life work. If the library does not have a vocational file, the career clubs should establish a vocational library and add new materials to it constantly. (*See also Honor Societies.*)

Desirable Outcomes

- To augment classroom instruction.
- To multiply opportunities for exploration of vocations.
- To offer training and experience in related kinds of work.
- To facilitate guidance functions.
- To form a working relationship between the school and local agencies interested in young workers.

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To fulfill needs not cared for in the curricular or individual programs of students.

To strengthen the holding power of the school.

To amplify practical applications of theory.

To familiarize students with the terminology and vocabulary of the workaday world.

To develop an interest in reading trade and economic subject matter, especially that of current date.

Popular Names

Grass Roots, Modelaires, Caterers, Down-to-Earth, Helena Rubenstein, Hippocrates, Printers Ink, Gregg, Fixit, G-Girls, Sod Busters.

Suggested Activities

AGRICULTURE

(1) Raise grain and garden crops. Raise cattle, hogs, and chickens. Keep accurate and complete records of all operations. (2) Study flock and herd improvement. See a farmer cull chickens. Watch doctors inoculate cattle. Experiment with test plots. (3) Study weeds of the area and how to eradicate them. Learn the value of birds in destroying insect pests. (4) Establish a canning center. Start a seed testing station. Encourage the women and men of the community to cooperate. (5) Have a farm fair and exhibit products of the club. Hold a vegetable show at which demonstration and judging, production and marketing are featured. Have a rodeo to show what has been learned about some phases of ranching. (6) Maintain repair shops for farm machinery. (7) Take field trips to forest areas, timber operations, hybrid crops, and

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reforestation projects. (8) Study soil erosion and contour farming. (9) Learn about the care of milk and butter, fruit trees, fences, water supply. (10) Actually work with farmers on grain, livestock, irrigation, accounting, drainage, wind-break, rotation, and other problems.

COMMERCE

In the business department it is well to strive for cooperation between the school and business houses of the city. Work out a learn-and-earn plan in retailing. Give students practice in dressing store windows. Give them practice selling behind the counter. Related studies in merchandising are essential. School and business should give joint supervision of work experience in distributive education. If such a plan is not in operation, the school can establish a model store or the group can manage the school supply store. Selling tickets, selling food in the cafeteria, and operating concessions are also valuable business experiences.

Too often business students are imposed upon by the many departments of the school for the typing and mimeographing that is needed. A limited amount of this work is welcomed as an opportunity for practice. Students may type stencils of songs for the music department and mimeograph programs for the operetta. The making of covers for programs by tracing designs prepared by the art department gives the club experience with a mimeoscope. Typists prepare mimeographed outlines for the history department, bibliographies for the English department, rules and regulations for the gym teacher, tests for the science classes, lists of term paper subjects for the social studies classes. Typists work on the school newspaper. In some situations it is possible to assign certain

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students of the club to certain teachers. Some will serve in the administrative office while others will do clerical and other work for teachers. Stenography is sometimes required in the office of the principal. Some clubs do the accounting for all student activities, either through a central office or for each one separately. Assembly speeches are sometimes recorded stenographically by advanced members. Often business students find opportunities for helping teachers associations, PTA, Tuberculosis Association, etc., and gain valuable practice. All business students should be interested in style shows showing proper attire for the office, the operation of an employment office, surveys of job standards, job analyses, new equipment demonstrations, and keeping a notebook on business subjects and equipment.

PROFESSIONS

Those interested in teaching should visit rural and elementary schools. They should have regular assignments to aid elementary school teachers on the playground and in the classrooms. Opportunities for practice teaching should be afforded. Members should help in the school nursery. Students should gather and file materials which promise to help them in their careers.

Likewise, students planning to serve as librarians or social workers or lawyers may find chances to work at libraries, social centers, or in law offices. They ought to visit as many types of libraries as possible, give regular service to the community center, and visit both civil and criminal trial courts.

Those students planning engineering careers should study bridges, visit construction jobs, watch draftsmen at work, and read blueprints.

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Young men and women intending to enter the medical field might study pre-nursing chemistry, serve as nurses aides, visit several hospitals. Reading, consulting with nurses, pharmacists, and doctors, and listening to lectures should constitute much of the work of the club.

TRADES

The clubs whose interests are in working with materials and machines will want vital projects for the individual's own use or for the service of the school. Boys can make things both useful and ornamental for their homes. Some with marriage in view have made suites of furniture to furnish their future homes. Often boys make articles for sale, either as an individual or as a group project. Sometimes a group accepts a contract for mass production of an item in order to get experience in assembly line methods. Many groups have saved the school systems large sums of money by making needed articles and repairing broken articles.

Wood. Learn handyman jobs for the maintenance of a house. Visit construction projects. Make boats for summer use. Make wooden jewelry boxes, knife holders, gun racks, tables, end tables, telephone stands, magazine racks, bookcases, cabinets, and umbrella racks. Construct footblocks for short students in typing classes. Make lawn chairs, kitchen stools, cedar chests, record racks, risers for the chorus.

Metal. Do welding, foundry work, etc., for the school. Make snow shovels and other small forged products. Make metal tie clips, brass ash trays, Christmas tree stands, Christmas tree card holders.

Building. Assist in plumbing repairs of the school. Paint and

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paper the homemaking suite or the youth canteen. Keep a notebook on construction ideas.

Printing and Graphic Arts. Print greeting cards. Print Christmas cards. Print the school paper. Print menus, programs, letters, etc., used by the school. Visit printing and engraving firms.

Electrical. Make lamps and do all the wiring. Repair lamps, irons, toasters, and radios.

Mechanical. Repair automobiles of students and teachers. Tear down and reassemble airplane motors.

Tailoring. Make the uniforms for the band, the cafeteria workers, the pep squad, etc. Make costumes for dramatic productions. Keep sports uniforms in repair. Renovate and make over clothes which have been contributed for charity.

Cosmetology. Practice make-up and hairdressing on fellow club members and classmates.

CONSTRUCTION

Enter upon a joint project among the several vocational clubs. Build a house and make it a home. Let those students who are interested in draftsmanship and architecture plan the house and make models to scale. Business students handle the purchase of land and materials, keep the accounts, carry forth legal arrangements, and are kept busy with a miscellany of real transactions, such as insurance. Carpenters, plumbers, electricians, painters, plasterers, metal workers, brick masons, cement men, paper hangers, and landscapers all lend a hand. Then the girls take over, decorating and furnishing the house, making it livable and functional. Instruction must precede and be the constant companion of construction. Financing is ordi-

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narily obtained from the school board, local loans, Federal funds, and the sale of the finished house.

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- American Industrial Arts Association, NEA, Washington 6, D. C.
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- Future Farmers of America, U. S. Office of Education, Washington 25, D. C.
- Future Teachers of America, NEA, Washington 6, D. C.
- General Motors (Education and Public Relations Departments), Detroit, Mich.
- Junior Achievement, Inc., 345 Madison Ave., New York 17, N. Y.
- National Association of Manufacturers, 14 W. 49th St., New York 20, N. Y.
- National Committee on Boys and Girls Club Work, 59 E. Van Buren St., Chicago 5, Ill. (agriculture).
- National Federation of Business and Professional Women's Clubs, 1819 Broadway, New York 23, N. Y.
- National Grange, 744 Jackson Place, Washington 6, D. C.
- National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Mass.
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- National Vocational Guidance Association, 1424 16th St., N.W., Washington, D. C.
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- United Business Education Association, 1201 16th St., N.W., Washington 6, D. C.
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CITIZENSHIP GROUPS

The student council and clubs related to the social studies are particularly designed to provide group experiences which develop social sensitivity and civic competency. The most effective citizenship program utilizes areas of youth interest in problems of school and community. The use of group procedures in solving real problems presents the elements of democratic citizenship in an understandable way.

Through discussion, pupils acquire the democratic point of view. They learn the skills required for group thinking. By thorough investigation of facts, they realize that a democracy requires intelligent participation. They become aware of their personal responsibility in a government of the people. Group action, which follows discussion and investigation of facts, points up the concern of citizens in a democracy for improving conditions for the common good.

Participation in genuine situations arising in the school and community is the most effective means for a young citizen to achieve a constructive civic outlook. The student council participates with the principal and the faculty in governing the school and engages in activities which generally improve the school and serve the community. Other citizenship groups may be actively interested in problems of broader scope. (See also Intercultural Clubs, Travel Clubs, Service Clubs, and Honor Societies.)

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Desirable Outcomes

- To further the understanding of the institution of democratic government.
- To acquaint students with their national heritage.
- To instil the principles of democracy.
- To accept the concept of majority rule, with regard for minority opinion, leading to orderly change.
- To promote loyalty to the democratic way of life.
- To perpetuate the American way of life.
- To develop social sensitivity to needs.
- To develop social consciousness of problems.
- To build mutual respect for the opinions and personalities of others, regardless of race or creed, social or economic status.
- To learn effective methods for gathering and weighing factual data.
- To acquire skills and techniques of the group process.
- To stimulate interest in civic affairs.
- To encourage active participation in civic activities.
- To emphasize the importance of assuming personal responsibility for constructive thought and action in a democracy.
- To expand the community of youth gradually from school to nation.
- To stress that in modern living the individual is not only a local citizen but a world citizen.
- To underscore ethical behavior as an essential for successful democratic life.

Popular Names

Air Age, Town Meeting, American Heritage, Pro Tem, Congressional, Senators, House, General Organization,

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Student Council, Cabinet, Councilors, Senate, Advisory Board.

Suggested Activities (Social Studies Groups)

CIVIC LIFE

To integrate youth into the life of the community, acquaint them with the organizations of the city. At a meeting early in the year, after a survey of agencies and organizations serving the community has been completed, invite representatives from the several adult groups to speak before the club on the type of activities carried on and the part young people can play in them. Urge the speakers to make the young listeners feel *needed*.

Follow this with discussions about how club members could help the local groups. Narrow the discussion down then to individual cases. One interested in books may wish to help in the public library. One accomplished in music may want to help with music in a church which may not be his own. One who likes children may desire to help in the recreation program at the civic playground.

Approach social service agencies, hospitals, city council, Red Cross, Women's Club, and whatever other agencies or organizations in which a special interest was expressed. Arrange for regular assistance or participation of various individuals.

For the greater part of the year, release students during every activity period or one afternoon a week or assign particular evenings for specific attachments to settlement house, museum, etc. This term of service will need to be supervised to ascertain that the students are apprentices to civic life in real

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learning situations. The strands will need to be brought together for evaluation at the end of the year.

The group may wish to prepare a symposium of articles and pictures of community organizations for presentation to the school library. The student body might be further acquainted with opportunities for community service through an assembly or a series of assemblies on the city.

Success is assured if the expression of Pennsylvania seniors in *Curriculum Improvement* is typical: 57 per cent did not know the names of adult cultural groups of the city and 54 per cent would like to help in such groups. Baltimore has already found the plan of internship in community service successful.

MISCELLANEOUS ACTIVITIES

Some activities may be community-centered; others may be focused upon the state. Some activities may be concerned with national problems, while others center around international issues. The year's program could be divided into quarters, with one phase of civic responsibility emphasized each quarter. It is practical, of course, to carry on parallel activities in all areas throughout the year. Separate clubs for the classes might be formed and one phase covered by each group each year so that all areas would be touched during the four years of high school. Here are some typical activities classified for selection.

City

1. If histories of the city are available, study them. If there are no written records, write a history of the city by searching old records and interviewing old settlers. Make reports

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and scrapbooks of city landmarks to perpetuate local traditions. Mark historical sites appropriately in public ceremonies.

2. Campaign for public thrift in the use and expenditure of electric power, park property, public buildings, heat, etc. Gather facts and figures on costs, waste, and destruction. Present them graphically. Post them on the bulletin board at school and in the public utilities office of the city. Release the information to the school and local newspapers.

3. Make surveys of school, home, and local recreation facilities to analyze and aid in solving prevalent problems of juvenile delinquency.

4. Survey radio listening and movie-going habits of the school or class to throw light on its effect on scholastic attainment, attendance, and participation in activities. Some of the information may be useful in convincing those in authority of the need for improved type of commercial entertainment.

5. Examine the school or city carefully and make recommendations for improving conditions for safety. Make traffic counts at dangerous corners and compile accident statistics to substantiate the case. Recommendations for stationing a policeman at a particular point at the time of dismissal, for utilizing a student patrol in the mornings, or for closing the street in front of the school during the noon hour may be made to the police department or the city council.

6. Make a detailed map of the city. Mark on it the eyesores and beauty spots. Submit plans, enlist adult support, and offer manual help in improving the appearance of the city.

7. Make a study of the population represented by the

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school enrollment—nationality, occupation, wage scale, languages spoken—and its effect on school and city life.

8. Study pressing city problems. Visit council meetings dealing with these problems. Read reports, articles, and books on these problems. Correspond with individuals or officials in cities having similar problems. Present the findings of the group and offer solutions suggested by the group to the city officials for eliminating smog, stopping pollution of the river, reducing pedestrian hazards, or minimizing parking problems.

9. Visit special schools—for the blind, the deaf, the crippled, and immigrants—and learn about their special problems, needs, and achievements. Study costs of operation. Compare these costs with costs of institutional care of the handicapped for whom there has been no rehabilitation.

10. Consult with local housing authorities to learn about housing problems of the city. Visit slum districts and new housing projects. Photograph both. Write feature articles. Compile crime statistics for both types of area. Make maps of population shifts. Use the information in speeches campaigning for slum clearance.

State

1. Visit penal institutions, police laboratories, mental hospitals, naturalization courts, criminal courts, and civil courts. In connection with visits to penitentiaries, learn about the ages, types, and number of prisoners, as well as the operation of the prison. Concentrate on scientific crime detection—its history as well as its future—in visiting police laboratories. Learn the various types of insanity and the treatment of them as well as the qualifications of doctors and attendants, the costs,

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and the causes of mental diseases in connection with tours of mental hospitals. In the various courts, observe procedures and types of cases. Relate such observations to case studies which illustrate the principle of justice.

2. Take a trip to the state capitol, a historic shrine, or a state park. Such excursions should be preceded and followed by background studies. Each tour should be thoroughly planned for maximum learning. Lectures and interviews should be arranged for a fuller understanding of what is observed.

3. Study reforestation in the state. Show films. Visit projects. Read about flood control and soil erosion. Invite speakers interested in special problems of the state related to reforestation. Arrange to work in the state forests during the summer.

4. Study the state's outstanding women in art, literature, public affairs, medicine, music, social service, education, and other fields of endeavor.

5. Accept the responsibility for setting up feeders for birds during critical periods of snow. In the museum and in the field, study the birds of the state. Sketch and photograph birds. Write articles about birds for the school newspaper. Before hunting seasons, campaign for the protection of game birds.

6. Make a specimen album of native wild flowers for the school library. Establish an exhibit case of specimens of wild flowers for the public library. Distribute sets of pictures of native wild flowers to homerooms and speak to homerooms about the preservation, identification, or legends of wild flowers. Encourage painting the flowers in water colors, oils, or pastel chalks.

7. Preserve and perpetuate the folklore of the region by

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presenting radio scripts, publishing the legends, reporting orally on interviews with pioneers, housing relics, mapping historic spots, etc.

National

1. Enact socio-dramas. Act out solutions to behavior problems in race relations and other social problems.
2. Read a gripping story of social significance as far as the climax; stop; let students offer various endings; discuss each.
3. Show historical films, stressing governmental structure and civic duties.
4. Obtain speakers on a wide range of civic problems and public affairs. Challenge club members to think about national affairs.
5. Assist underprivileged schools such as one-room mountain schools, mission schools, and reservation schools.
6. Participate in civic forums for and with adults on topics of current interest.
7. Analyze significant news items of current history, trace their historical background, and discuss their significance for the future.
8. Debate controversial issues of racial segregation, state religion, Federal aid to education, compulsory military training.
9. Gather and publish startling statistics regularly in the school paper, in mimeographed form, on the bulletin board, or over the public address system. Such a problem as public health is broad enough to occupy the group for any length of time. Report new discoveries in the field of medicine.

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Study the work of the United States Public Health Service, especially its laboratories. Campaign against man's enemy, the rat. Relate fund raising campaigns for cancer, heart disease, polio, etc., to the studies of the club.

10. Ask a prominent citizen to present an American flag to the school in an assembly. Also sponsor the presentation of a flag to each homeroom. Words such as these are appropriate for the ceremony: "I present you with this flag of the United States of America. Treasure it highly and never let it touch the ground."

World

1. Request the establishment of a teacher exchange plan, domestic and foreign.

2. Send relief abroad in the form of money, school supplies, food, clothing.

3. Study the various types of maps, particularly those of the air age. Construct maps focusing attention on the critical areas of the world. Exhibit these on the bulletin board in the main corridor to keep the student body alert to international affairs.

4. Discuss international news from both theoretical and practical standpoints. Open such meetings to non-members, either for listening or for participation in discussion.

5. Study the work of UNESCO. Read its reports, news organs, and varied publications.

YOUTH PROBLEMS

The pressing problems confronting youth today will attract the attention of clubs interested in social welfare.

Civil Defense

Chancellor John P. Meyers of the University of New York, at the eighty-fifth Convocation of Regents, said: "Freedom is not free; it must constantly be defended and cared for lest we lose it. That is the price we pay for it. We must interpret for our children the initiative, the courage, and the faith of the founding fathers. We must root deeply in their hearts faith in the unimpeachable dignity of the individual, in the unquenchable spirit of free men." Yes, lofty ideas and diligent protection must go hand in hand.

The first line of defense is clear thinking on democratic concepts. The club members will be interested in charting, for display to the student body or even for the public, characteristics of the various *isms* of current political, economic, and social ideologies. The preparation of bibliographies for distribution to the student body on the subject would be a valuable project. A collection of excerpts from readings on democracy could be given to each homeroom. The group should learn to recognize threats to democracy and discuss current examples.

The era is fraught not only with ideological chaos but the fear of destruction. The club should study the potential dangers of modern warfare, especially for a civilian population, and lead the student body to recognize the dreadful consequences. Pinpoint the dangers locally.

Do not leave the populace in fear and pessimism. Show how preparedness can avoid confusion and panic. Obtain standards of procedure from the proper authorities and give publicity to them by radio talks and brief summary sheets and news items. Hold drills and establish emotional safe-

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guards not only for students who have duties, but also for those who must quietly await what is to come. Inform the PTA what the school will do in an emergency so that parents will be assured of the utmost care of their children and will not endanger themselves in trying to reach them.

Learn first aid, home nursing, safety precautions, personal and public health protection of special value in case of bombings, atomic attack, gas, or bacteriological warfare. Stress constructive and optimistic, calm and calculated action and thinking. Leave no doubt that the era could be one of unprecedented good and progress if moral and ethical restraints of individuals and nations are exercised.

Lead to a study of the work of the many agencies of the United Nations, such as The World Health Organization, UNESCO, etc., which are forces for helpful friendliness and understanding among the countries.

Narcotics

The club should find statistics on drug addiction and thoroughly familiarize itself with the facts before presenting them to the student body. Hundreds of arrests and thousands of cases, mainly in the large cities, attest to the reality of the problem. The number of patients under twenty-one receiving treatment at the U. S. Public Health Service Hospitals jumped 2000 per cent in three years. Almost one third of the patients are readmitted, and only one fifth receiving full treatment have no relapse.

Share the information gained about how addiction is begun, how it spreads, how it is treated, and how it is avoided. Learn about the history of drugs, the purpose of legislation regarding importation, the relation of the use of drugs to

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crime and delinquency. Invite physicians and psychologists to speak before the group. Learn what is being done in the way of slum clearance and recreation to prevent further increase in the use of narcotics. Approach the problem factually. Make efforts to better community conditions and eliminate questionable gathering places where narcotics may be peddled. Emphasize wholesome family life and emotional maturity. Show documentary films on the subject. Stress health. Inform the student body without arousing unhealthy curiosity.

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- Myer, Walter E. and Coss, C. *America's Greatest Challenge*, Civic Education Service, Washington, D. C., 1952.
- O'Rourke, L. J. *You and Your Community*, D. C. Heath. 1950.
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- Sweet Land of Liberty* (Our Democracy Series), Denoyer-Geppert, Chicago, 1950.
- U. S. Office of Education, *Making Democracy Work and Grow*, Bulletin No. 10, Superintendent of Documents, Government Printing Office, Washington, 1948.

ADDITIONAL SOURCES OF INFORMATION (Social Studies Groups)

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- American Association for State and Local History, State House, Montpelier, Vt.
- American Forestry Association, 919 17th St., N.W., Washington, D. C.
- American Heritage Foundation, 17 E. 45th St., New York, N. Y.
- American Nature Association, 1214 16th St., N.W., Washington, D. C.
- American Tree Association, Washington, D. C.
- Civic Education Project, Cambridge, Mass.
- Citizenship Committee, National Education Association, Washington, D. C.
- Civic Education Service, 1733 K St., N.W., Washington 6, D. C.
- Conservation Foundation, New York, N. Y.
- Friends of the Land, 1638 N. High St., Columbus, O.
- Garden Clubs of America, 15 E. 58th St., New York 22, N. Y.
- Junior Town Meeting League, 400 S. Front St., Columbus 15, O.
- League of Women Voters of the U. S., 1026 17th St., N.W., Washington, D. C.
- National Archives, Exhibits and Publications Officer, Washington 25, D. C.
- National Committee on Policies in Conservation Education, 31 N. State St., Chicago 2, Ill.
- National Council for the Social Studies, National Education Association, Washington 6, D. C.
- National Council of Geography Teachers, M. Melvina Svec, State Teachers College, Oswego, New York.
- National Boys and Girls Week Committee, 35 E. Wacker Drive, Chicago, Ill.
- National Institute of Public Affairs, Continental Bldg., 15th and K St., N.W., Washington, D. C.
- National Parks Association, 1214 16th St., N.W., Washington 6, D. C.
- Safety Commission, National Education Association, Washington 6, D. C.
- School Civic Clubs, 36 Greenwich Ave., New York, N. Y.
- United World Federalists, World Government House, 31 E. 74th St., New York 21, N. Y.
- Wilderness Society, 1840 Mintwood Place, Washington, D. C.
- Wild Life Preservation Society, 3740 Oliver St., Washington, D. C.

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Suggested Activities (Student Councils)

COMMUNITY SERVICE

The Student Council could appoint students to represent the school on community organizations such as the Safety Council and the Recreation Council and on committees of service clubs. The Student Council usually conducts all charity drives in the school. It often reduces the number of drives by planning a united fund drive and apportioning the funds among the charities selected by vote. The Student Council could undertake campaigns such as Clean Up, Get Out the Vote, and Vote Yes for School Bonds. The Student Council can be effective in publicizing the work of UNESCO. Plans for the observance of Pan American Day, United Nations Day, and Brotherhood Week could be made by the Student Council.

CHEERLEADERS CLINIC

Invite delegates from surrounding schools for an all-day Cheerleaders Clinic. Divide the cheerleading squad into several committees: Decoration, Luncheon, Hospitality, Survey, Entertainment, and Program.

The Decoration Committee's responsibility is to decorate the meeting room and the luncheon tables in keeping with the subject of the conference—cheerleading. The Luncheon Committee is to plan the menu, finance the luncheon, and provide for table service. The Entertainment Committee provides a short program at the luncheon and a bit of relaxation during morning and afternoon intermission periods. The Hospitality Committee welcomes the guests and acts as their guides throughout the day. The Survey Committee conducts

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preliminary correspondence, formulates and tabulates a questionnaire of practices in cheerleading, and presents its findings at the opening session.

The Program Committee may build a conference around speeches of outstanding sponsors and panel discussions of student delegates in addition to the clinic itself. The day's program may be:

Morning

Address of Welcome

Presentation of Cheers

Expert Analysis of Methods and Content of Cheers

Recreation Period

Panel Discussion on Developing a Good Cheerleader

Luncheon

Afternoon

Discussion Groups

The Qualifications of a Cheerleader

Methods of Selection of Cheerleaders

Improving Cheerleading Sections

Uniforms

Pep Assemblies

Rallies

Sportsmanship Code

Awards

Recreation

Address of Inspiration

OPEN HOUSE

During American Education Week, one of the best annual enterprises of a Council is Open House. The public should be

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encouraged to see every phase of the school's broad program. The schedule may be a concentrated one for an evening, or plans may call for a full day's program. Another alternative would be to emphasize a different element of school life each day of the week for visitation. The type of city, the size of the building, and the occupations of the parents would be factors to consider in making a decision.

Classes should be selected to represent each department as demonstrations of academic subjects. Visitors may be allowed to visit classes of their choice for a longer period, or they may be taken on a tour of all the classes, observing each for a shorter period. The Council member, coached previously by the teachers, may point out techniques being used, materials and equipment available, problems with lighting or seating, or excellent features which the people's tax money has made possible.

Club activities are easily shown in a central location like a gymnasium, but a tour of rooms where meetings are being held is another possibility. Clubs may be working on crafts, writing, reading, discussing current affairs, conversing in foreign language, typing, doing science experiments, etc. Each should have an exhibit of typical work. Visitors may find it more rewarding to sit the full length of the time allotted with one club than to get a glimpse of several in a hurried tour. Attractive posters for each group aid in telling the story.

Larger, more permanent organizations of the school may be visited in their "native habitats." Let the parents see the band having a work-out in the practice room, the journalism staff preparing an issue of the paper in the newsroom, the modern dance group rehearsing in the gym, boys engaged

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in an intramural sport in their gym, and a Council meeting. Emphasize the broad curricular offerings and the facilities necessary.

Schedule an assembly at the beginning of the visitation periods. Utilize the dramatics club, choral groups, and stage crew to present an appropriate program for acquainting the parents with part of school life and instructing them concerning the tours to follow. Give credit to the print shop for the programs, to the art department for the posters, to the commercial classes for the invitations and publicity, so that people will see how these are a part of the whole.

End the day with a social gathering planned by the home-making classes, dance band, service club, etc., so that parents and teachers might become better acquainted and parents can see what kind of social activities the school sponsors.

FRESHMAN ORIENTATION

One of the responsibilities of the Council is to see that new pupils of the school are oriented to their new environment. One of the most effective ways to do this is through a spring visitation day. Invite the rural eighth grades, ninth grades of junior high schools, or sixth grades of elementary schools, whichever will enroll in your school in the fall.

Plan the spring visitation day something like this: assemble in the auditorium for instructions and a welcome by the principal. Spend the morning visiting classes, learning something about the subject taught, teaching procedures, etc. At noon serve the visiting pupils lunch in the school cafeteria and introduce them to the varied noon hour activities in which students participate. After lunch show them the special services of the school—health, library, guidance, etc. Reassemble in

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the auditorium for an activities assembly in which clubs of the host school show their activities in an interesting manner and urge the prospective new students to participate upon entering school in the fall. A social affair or a baseball game concludes the day. Details as to checking coats, size of group for each guide, and length of time spent for each part of the program will be determined by local conditions.

CAFETERIA IMPROVEMENT

A very real problem for almost every Council is the improvement of the cafeteria. A study of the problem by a committee is the first essential. After a definition of the problem by the committee, the same or other committees may be appointed to study causes of the problem.

The arrangement of the steam table, the place of the cash register, the method of handling money, the type of seating, the length of period, noise, the number of students using the facilities, health, the service, sanitation, and other factors will be studied. When some of the probable causes are determined, reports will be made to the Council, and consideration will be given to remedying the situations.

One or more committees will then be appointed and instructed to propose specific improvements. The committees might recommend that someone be stationed to make change as the line moves into the cafeteria or that the cashier be assisted by a checker to hasten movement of the line. The committee might recommend that the lunch hour be staggered to reduce crowding. Plate lunches may be recommended to replace selections from the steam table or snacks. It may be advisable in the eyes of the committee to have parents aid the cafeteria manager and the foods class. A rearrangement of

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tables may appear to be the solution of the problem of noise. Providing receptacles for papers or wagons for trays may solve the problem of neatness and cleanliness. Noon hour recreation may be proposed as a measure for health and safety. Entertainment during the lunch hour may be viewed as a means to reduce noise. Beautifying the cafeteria with murals may have a desirable effect upon behavior.

After the committee makes its recommendations, the Council acts upon the proposals. Evaluations are made as the work of improvement continues.

VANDALISM

If willful destruction of property is prevalent in the community, as it is in far too many, the Council should undertake a campaign against it.

First, figures should be obtained from the school board as to the cost of replacing and repairing damaged property. Startling figures on window breakage are good to use. By means of assembly and homeroom speeches, posters, letters to homes, and columns in the school paper, the Council can put the facts and figures before the student body. Comparing figures to show the shocking amount spent needlessly, which could have been used for the activities program, sports equipment, or a librarian, is emphatic.

Anti-vandalism posters may be solicited from the art class, or a poster contest or slogan contest may be administered for the junior high school or the lower grades.

The problem may be brought to the attention of the parents by a panel discussion before the Parent-Teacher Association and by articles in the local newspaper.

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Assemblies could further the campaign. Law enforcement officers, juvenile court judges, and park superintendents might be asked to speak.

Constructive measures must not be overlooked. To put protective screens on windows, locks on doors, etc., the Council necessarily appeals to higher authority. But it can encourage teachers to lock windows, drivers to park automobiles in safe areas, and students to lock lockers.

The Council can also provide a recreation program that will occupy potential vandals profitably. The Council should especially make provisions for the Halloween season—window painting, parades, parties—to discourage destructive pranks.

A summer recreation program could be proposed by the Council to local authorities as a measure against vandalism. Perhaps the city council could be persuaded by some comparative figures of the cost of recreation and the cost of vandalism. The Council may also establish contact with the juvenile court and exchange valuable information to combat vandalism.

STUDENT ACTIVITIES CONFERENCE

One of the most profitable experiences a Student Council can have is sponsoring a one-day student activities conference of schools within a reasonable radius. The exchange of ideas and the social interaction is mutually beneficial to all the schools and individuals participating. Such a conference may lack the inspiration of national conferences and the guidance of the state conventions, but it has an intimate touch, a practical approach to specific problems, and an immediacy of in-

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tangible values—which are so valuable in building school spirit and interschool sportsmanship.

Finance the conference among the schools of the county, the scholastic league, or the athletic conference by a small registration fee of activities representatives to cover printing and sundry supplies. Pattern the conference upon an education association convention, with general sessions breaking up into discussion groups and problem clinics followed by rest and a sociable or entertaining evening.

Speakers on topics of general interest to representatives of many student activities as well as to Student Council members are advisable for general sessions. *Developing True Leadership* may well be the theme and the keynote address. Later, in small groups, discuss, under the supervision of experts: improving assembly programs, preserving scholarship traditions, developing sportsmanship, financing student activities, features of a good school newspaper, reducing yearbook costs, preparation of handbooks, the social life of the school, selection of plays, establishing a point system of awards, the advisability of fund-raising projects, originating ceremonies of induction, increasing participation in student activities, cheerleaders clinic.

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Student Council Handbook, National Association of Student Councils, 1201 16th St., N.W., Washington, D. C., 1950, (rev.)
Student Council Yearbook, National Association of Student Councils, 1201 16th St., N.W., Washington, D. C., (Annually.)

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ADDITIONAL SOURCES OF INFORMATION

(Student Councils)

National Association of Student Councils, 1201 16th St., N.W., Washington 6, D. C.

National Student Association (for colleges). (Headquarters moves annually.)

Parent-Teacher-Student Association, National Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago, Ill.

Press and Radio Division (American Education Week Committee), NEA, 1201 16th St., N.W., Washington 6, D. C.

CLASS ORGANIZATIONS

Members at each grade level automatically become members of their class organization. Classes are organized mainly for conducting the business matters of their traditional social affairs, trips, and ceremonies. Ordinarily the work of the class is carried on through special committees appointed by the class president and by the executive committee comprised of the class officers. (See also Travel Clubs.)

Desirable Outcomes

- To facilitate democratic conduct of business.
- To serve as the core for social activities.
- To expedite matters connected with graduation, special functions, and trips.
- To provide cohesiveness.
- To form a basis of representation in the school council.

Popular Names

Classes ordinarily use their year of graduation or their class colors, flower, emblem, or motto as a name.

MIXERS

Seniors like to have social affairs in their last year of school. Card parties, informal dances, spring and autumn picnics,

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river cruises, formal proms, banquets, class breakfasts, masquerade parties, and theater or concert parties usually find favor.

TALENT SHOW

Self-expression is at its height in the senior year. Activities that prove enjoyable for the student body and the public as well as for the seniors themselves are often very profitable. Presenting an assembly, recitals, a talent show, a class play, or class day are favorite class projects.

CHARITABLE PROJECTS

Class gifts, class trips, and class yearbooks are three of the most common undertakings of the senior class. Some classes have preferred to donate the funds required for these projects to charity. Classes have adopted war orphans, adopted schools, and arranged for bringing a foreign student to America with such funds. One class devoted its efforts to developing and conserving the sense of belonging for its isolates—youths who had been stricken with disease and kept from school for more than a year. Class members visited, wrote, helped with lessons. They not only pictured school life vividly for the patient, but they also carried his views to school so that there was an interchange of ideas. They built self-esteem, a feeling of worth, and a happier frame of mind for the invalid.

MOVIE MAKING

Make a moving picture of the year's activities with a view to showing it on class night. First confer with experienced or professional photographers for advice. Enlist the help of the

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creative writing group to plan the scenes and the narration. Cutting and splicing will prove one of the biggest problems. Strive to get complete but selective coverage of the year's activities. Work for high standards of artistry. Try to include all class members in various scenes. The commentary and music may be recorded on a tape recorder for use with the film. Necessary equipment includes camera, light meter, photo flood lights, and a cutting and splicing machine. The cost of film, reels, bulbs, tape, glue, cleaner, etc., may be expected to approximate \$150.00.

COLOR DAY

Have a full day of competitive events among the classes. Include academic contests, sports events, field day, games, competitions in the arts. Grant points for first, second, and third place in each event. The class accumulating the greatest number of points is winner. The winning class is privileged to fly its class colors. As a finale, have a gala picnic for friendly intermingling. This plan has been found to create friendly rivalry.

FOR FURTHER READING

- Basic Motion Picture Techniques* (25 min. sound) and *Producing School Movies* (manual) by Eleanor D. Child and Hardy R. Finch, Sterling Films Inc., 316 W. 57th St., New York.
- Commencement Manual*, National Association of Secondary School Principals, NEA, 1201 16th St., N.W., Washington, D. C. 1950, 1953.
- Moen, L. *28 Basic Steps to Better Movies*, Ver Halen Publications, 6060 Sunset Blvd., Los Angeles, 1950.
- Red Letter Days*, (March, May, June), by Nellie Zetta Thompson, Marketing Research Services, Inc., 2300 Conn. Ave., N.W., Washington 8, D. C. 1952.
- Thompson, Nellie Zetta, *High Times: 700 Suggestions for Social Activities*, E. P. Dutton, New York 10, 1950.

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Thompson, Nellie Zetta, *Vitalized Assemblies: 200 Programs for All Occasions*, E. P. Dutton, New York 10, 1952.

ADDITIONAL SOURCES OF INFORMATION

National Association of Secondary School Principals, NEA, Washington 6, D. C.

COMMUNITY CLUBS

A school-sponsored club for adults needs both the facilities and the leadership of the school. The fewer opportunities there are for informal education in the community, the greater is the responsibility of the school. Services may vary in frequency, depending upon the type of activity and the needs or desires of the members. Adult groups vary from closely knit, stable, little groups that carry on for decades to loosely interwoven units of great mobility and short life span. Activities may be built around the community college or an adult evening curriculum, or they may be entirely apart from such a program. In either case, educational values and good public relations are paramount. (See also Craft Clubs and Hobby Clubs.)

Desirable Outcomes

- To uplift the level of adult education generally.
- To give solidarity to the community.
- To afford cultural opportunities.
- To raise the socio-economic level of many.
- To integrate new residents and immigrants into the life of the community.
- To offer varied recreational and social opportunities without great expense.
- To encourage creative outlets.

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Popular Names

Crafts, Vagabonds, Wanderbirds, Singing Grandmothers, Mothersingers, Newcomers, Old Settlers.

Suggested Activities

DOLLOLOGY

The collecting of dolls leads to a wide range of different fields of study and interest. The studying of dolls encompasses the study of arts and the study of many cultures. The collecting of true folk dolls—adobe clay or straw dolls of Mexico, fur and walrus tusk dolls of the Eskimo, carved wood dolls of the Tyrol, bisque and china dolls of France and Germany, festival dolls of the Orient—can hardly be separated from the study of the people who produced them. The clothing of dolls is closely linked with a study of historical periods and of geographical regions. If collecting is impossible because of cost or inability to travel, dolls representing periods of history, national cultures, literary characters, etc., can be created after study.

The adult asks, "What shall I do with the dolls now that I have collected or made them?" The answer is: Share them. Share them with the dollology group by discussion. Share them with the community by an exhibit or by donating them to the museum. Share them with the schools by talks and loaned exhibits. Share them with orphanages and children's hospitals by giving the dolls as gifts. Share them with community organizations by educational displays promoting campaigns or causes.

Such groups have a continuing interest year after year. Individuals sometimes find ways to combine this interest with

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other hobbies. A man uses the dolls as models for sketching. A woman has developed a profitable business from photographing dolls and using the photographs in various ways on greeting cards. Ingenuity will find other ways to add to the fascination of dollology.

HIKING

Every region has its share of natural beauty and scientific interest—and fresh air. An open hiking club which schedules hikes of considerable length every Sunday is exceedingly popular, especially if a leader well-versed in nature lore is available.

Hikes may alternate between immediate locale accessible by a reasonable walk and more distant places accessible by motor caravan, bus, or streetcar. Hikers will join the group for many purposes: healthful exercise, pleasant companionship, nature study, orientation to historic sites, and the pursuit of hobbies such as photography, sketching, or writing. The time of day and the length of time may vary occasionally to accommodate varied interests, or separate small groups may be organized for special excursions. Bird lovers like sunrise hikes, while those interested in particular animals and insects prefer sundown. Some like to walk and observe with a lecturer and some do not. Some like the emphasis on walking itself; others, on what there is to see and hear. Box lunches provided individually or by the transportation company or hike leader are popular for all-day hikes.

RECREATIONAL GROUPS

A program permitting adults to engage in varied recreational pursuits is a force in strengthening community spirit. There

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are many fine programs under existing municipal recreation departments. There is a tendency toward the evening use of the school as a community center for adults. The extent of the program in either case is dependent upon the facilities and personnel afforded by appropriations. The nature of the program may be determined by a survey of interests, and it should remain flexible and responsive to shifts of interest. Groups are organized to encourage regular attendance but not to require it.

Body-building groups are always popular. Tumbling, weight lifting, gymnastics, and calisthenics please the man approaching middle age as well as the young adult. Women like groups emphasizing exercises that reduce the waistline and the hips. Physical activities like bowling, folk dancing, hiking, tennis, archery, badminton, and horseshoes are preferred by many with less serious intentions.

Musical groups always find enthusiastic support. Form a civic orchestra for Friday night concerts during the winter. Organize a municipal band for open-air concerts in the summer. String and brass ensembles would spend many profitable evenings in preparation for regularly scheduled local radio appearances on Sunday afternoons. Choral groups of mothers or grandmothers will find many opportunities to perform before women's clubs, missionary societies, etc. Barbershop quartettes and woodwind ensembles could perform at civic club luncheons. Old-fashioned Saturday night sings are always popular.

There are numerous avenues of satisfaction for those interested in speech and dramatics. A Little Theater could be formed to present several major productions every year. The local radio is an outlet for radio dramatizations, speeches,

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panels, poetry reading, and story telling. Those interested in marionettes can develop programs for orphanages, homes for the aged, and veterans hospitals.

Needle arts always find followers. Knitting, crotcheting, embroidering, weaving, rug making, tatting, and fancy sewing are usually well-liked, especially if the fashions of the season make use of these products in clothing or home decoration.

Quiet games attract many. Oldsters still like chess and checkers. Women's afternoon groups always like bridge and canasta tournaments.

Special attention ought to be given to planning a program for the aged group, especially for the lonely aged women of the community. A birthday club makes the ladies feel wanted and useful.

Social activities are an asset to any program of adult activities, but they may be the sole interest of many—especially of young adults. Square dancing is increasing in popularity, and ballroom dancing always holds its own. Women like fashion show luncheons and men like special chili, oyster stew, or chicken suppers with humorous entertainment. Mixed groups like banquets and dinners, formal and informal. An occasional costume party seems to please most people during the winter. Garden parties are favorites during the summer. Some groups like Sunday bus excursions to the autumn woods or to historical sites. Small groups, more adventurous, sometimes enjoy a weekend in the mountains or at the seashore. Picnics at a nearby lake are ever popular.

SERVICE GROUPS

In towns where there are not many civic service clubs, a great service to youth of the community can be offered by

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an organization of men who act, individually, as Dutch Uncles to fatherless boys and to orphans by being a counsel and companion to them and by offering vocational guidance and experience to them. A parallel plan can be successfully operated for girls by women.

STUDY GROUPS

Adults have an eagerness for knowledge that needs to be satisfied in hours after their work is done. Their bodies and minds are tired, too tired for the concentrated application required in formal courses for high school or college credit. Yet they want to improve their minds, their personalities, and their vocational skills. A varied and informal program is most challenging. Scheduling a subject for continued study for long periods is inadvisable. Interest diminishes after a few months. Adults feel an urgency to learn something definite of immediate usefulness rather quickly—perhaps in three or six months. Repetition of the same study courses year after year only decreases attendance. People want fresh subjects, chiefly of current interest.

Men like to make use of shops and tools in perfecting their skills in wood, plastic, and metal work. They like to learn enough plumbing and electricity to save repair bills in their homes. Leathercraft and photography interest them. Men in rural areas profit by the study of herd improvement, hybrid corn, drought resistant crops, and conservation farming. Home owners prefer landscaping, tree care, vegetable gardening, and painting or papering.

Women generally like to study culinary arts, fancy baking, preserving methods, sickroom diets. They also like interior decorating and home entertaining. Posture correction, good grooming, child care, home nursing, and social behavior

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are universally appealing. Career girls want to acquire or improve skills in bookkeeping, typing, stenography, and business English. Club women appreciate opportunities to improve their leadership abilities by studying parliamentary procedure, techniques of presiding at meetings, publicity methods, sources of material for planning programs, and speech.

Civic-minded men and women are attracted by study courses in conservation of natural resources, foreign affairs, national political and economic affairs, and community problems such as delinquency, safety, traffic congestion, sanitation, water pollution, smoke control, noise, health, education, occupational protection laws. These groups are often able and willing to conduct town meetings and forums on public issues, foreign policy, and international problems.

The more ambitious are willing to delve into a study of great books, antiques, foreign languages, classical music, sculpture, letter writing, social problems of national concern.

Many groups are inclined to be passive but they receive untold benefit from series of film travelogues; from group attendance at lectures, concerts, and plays, preceded or followed by critical discussion or reading. Industrial, historical, and scenic tours can also add to the individual's fund of information and pleasure without taxing his effort very much.

BAZAAR

As an evening school project in almost any type of school-centered education—whether it be trades classes, craft guilds, Americanization classes, arts clubs, agriculture and homemaking groups, civic problems groups, social and recreational organizations, or any combination of these—the bazaar is un-

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surpassed. Because of widespread participation, publicity and support are simplified. Because of the bazaar's varied requirements, adaptability, and ease of coordination, enthusiasm and cooperation are excellent. Because it is a natural outgrowth of the classes and clubs and an expression of individual abilities as well, the bazaar unifies the many groups and cements public relations generally. The bazaar has the additional advantage of painlessly securing substantial financial support for the total adult informal education program. Most valuable of all is the favorable publicity which encourages participation and public support.

The bazaar exhibits work of all the groups attractively and sells all of it or samples of it along with contributions of individual endeavor. At the gala open house, one group demonstrates its cooking, baking, and entertaining abilities; other groups entertain with dances, music, and dramatics; dressed dolls, toys, weaving, needlework, ceramics, wood and metal work are on sale; paintings, clay modeling, etc., are exhibited and sold. Commercial art and journalistic groups do the preliminary promotional work. Some students decorate; some care for children; some have a first aid station; some teach youngsters games; some care for business details; some interest visitors in their hobbies; some photograph the activities; others sell articles. Each does something related to the work of the group to which he belongs. If the school is all immigrants or if there is a segment of first generation people, encourage the wearing of national costumes to add color and augment interpersonal mingling.

In timing, capitalize upon the approach of the Christmas season, and the bazaar will become traditional by public demand.

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WELCOME WAGON

If there is no officially established committee for making new residents of the community feel at home, an adult club can perform a valuable service to the new families and to the community.

From real estate rental offices, Chamber of Commerce, industrial firms, and schools, learn about the arrival of families in the community. Help them find a place to live. Help them find their way around town in locating shopping centers. Provide nursery care for their children while they are moving. Loan or give them household articles until they have time to buy some of their choice or until theirs arrive by moving van. Introduce their young people to those of their neighbors. Invite them to church. Take a meal to them while they are getting their household organized. When they are settled, include them in social affairs. If there are many newcomers, give a party for them. Continue to offer them friendly assistance while they are being re-established.

The businessmen of the city may provide a station wagon for the use of the welcoming committee. In one place the plan was so successful that the city government undertook the financing of it and provided the "Welcome Wagon."

FOR FURTHER READING

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Consumer Education Series, National Association of Secondary School Principals, NEA, 1201 16th St., N.W., Washington, D. C.

Group Dynamics, Adult Education Department, NEA, 1201 16th St., N.W., Washington, D. C.

Headlines Series, Foreign Policy Association, New York.

Marks, H. F. *Community Associations and Adult Education*, National Council of Social Service, 1949.

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- Practical Nursing Curriculum*, Superintendent of Documents, Government Printing Office, Washington, 1950.
Rich, Mark, *Rural Prospect*, Friendship Press. 1950.
Selected Approaches to Adult Education, Superintendent of Documents, Government Printing Office, Washington, D. C. 1950.
Small Town Renaissance, Harper, 1950.
Stone, W. L. *Community Welfare Planning and Organization*, Informal Education Service, Hanover, Indiana, 1950.

ADDITIONAL SOURCES OF INFORMATION

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American Association for Adult Education, 167 Public Square, Cleveland, O.
County Agricultural and Homemaking Extension Agents
National Citizens Committee, New York, N. Y. (local committees)
National Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago, Ill.
National Home Study Council, 2601 16th St., N.W., Washington 9, D. C.
National Park Service, Department of Interior, Washington 25, D. C.
National Recreation Association, 315 Fourth Ave., New York 10, N. Y.
National University Extension Association, University of Minnesota, Minneapolis, Minn.
State Board of Vocational and Adult Education
State University Extension Division
United States Departments of Agriculture, Commerce, and Labor, Washington 25, D. C.
World Study Tours, University of the State of New York, Albany, New York.

CRAFTS CLUBS

Outlets for self-expression and for excess energy are found in a craft program. Directed craft activities provide purposeful and enjoyable leisure time pursuits that may continue into later life as either avocations or vocations. Interest in crafts offers a many-faceted life for the individual, particularly for the person of manual aptitudes. Diversified interests are a steadying influence in mental hygiene. Excelling in a handicraft earns for the manually inclined individual the respect of his fellows. An organized group can kindle interest in crafts among the students of the school and encourage social intermingling among members with common enthusiasms. (See also Hobby Clubs and Art Clubs.)

Each craft group requires sponsorship by a specialist or by a person proficient in the particular craft and access to library references on the subject as well as to sufficient materials and adequate equipment. Contacts with adult hobbyists, manufacturers of craft materials, and recreation centers are valuable. Little can be offered in a general work of this nature except to suggest projects which have proven practical in schools throughout the nation. Leadership for many crafts can be found in the community.

Desirable Outcomes

To stimulate interest in many kinds of handicrafts.

To perfect skills in one or more crafts.

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To afford a common ground in social intercourse.

To introduce pleasant and profitable leisure time occupations.

To cement a friendly bond between community and school, between adults and youth.

To inculcate admirable habits of workmanship.

To practice economy of materials.

Popular Names

Type and Dye, Needlecraft, Figurine, Craftsmen's Guild, Handicraft, Pine and Poplar, Loomatics.

Suggested Activities

ART RELATED PROJECTS

Texture Painting. This is relief work, a combination of drawing and modeling. The special textural substance is applied with spoons, knives, sticks, etc. A heavy cardboard covered with cloth or a canvasboard is used for the base. The process is adaptable to scenes with houses, rhythmically arranged doodle designs, etc.

Metallic Point Drawing. This process is similar to the old "silver point." The tool is a wire of silver, table silver, the milled edge of a dime, sticks of aluminum or copper. The process involves lightly washing a cardboard or show-card weight with transparent water color or tempera, unless a commercial clay-coated paper needing no wash is used. Sketches are made on this prepared sheet. Darker lines are made by wetting the metal tool. The result resembles lightly drawn pencil work.

Giro-stone Sculpture. Giro-stone is described as aerated

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concrete. The powder is mixed with water and poured into a mold. It is allowed to stand and ferment. Then it is removed from the mold. The block can be carved with a penknife or sculpture tools. Coloring may be added to the mixture. Larry Argiro, originator of the material and process, was reported in *School Arts* to be willing to reply to inquiries. His address is: State University Teachers College, New Paltz, New York.

CERAMICS

Make ceramic pins, earrings, vases, bowls, and figurines. Experiment with glazes and kiln firing. Design and make commemorative plates.

CONSTRUCTION

Construct story book scenes in paper cartons with top and one side removed. Consult no pictures. Use imagination for the stories of "Red Riding Hood," "Cinderella," "Hansel and Gretel," and others. Paint the three sides of the box as scenery for a miniature stage. Use scrap materials like broom straws, clothespins, dead branches, evergreen boughs, hat veiling, paper grass, cotton, pipe cleaners, vegetables, beads, rice, candy, etc.

Make kites and design them in accord with their shape. Make rhythm instruments for the kindergarten.

GLASS

Etch glass. Make and mount leaf prints under glass for trays, weights, and pictures. Paint pictures on glass. Make wax pictures on glass. Fashion pictures of colored paper cut in modernistic shapes. Make silhouettes on glass and back them with colored foil.

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LEATHER

Make wallets, key cases, change purses, belts, holsters, bookmarks, pocketbooks, book covers, watch straps, desk sets, lamp stands, chair seats, and other small items. Learn the art of tooling. Use commercial designs for tooling at first and then develop original designs. Repair shoes and other leather articles like harness if the school is self-sustaining. Write to these suppliers for folders on leathercraft ideas and materials:

Tanart Leathercraft Company, 149 N. 3rd St., Philadelphia 6, Pa.

Osborn Bros. Supply Co., 223 W. Jackson Blvd., Chicago 6, Ill.

X-acto Crescent Products Co., 440 Fourth Ave., New York 16, N. Y.

METAL

Make bracelets, spoons, pickle forks, and letter openers of silver. Work with wrought iron in making indoor and outdoor decorations for the house, such as knickknack shelves, railings, gates, lamp posts. Make copper articles of practical or ornamental type for the home. Do hammered brass work in the form of trays. Make aluminum trays and coasters.

Scrap Metal Sculpture. Pool the scrap materials brought by the students so that everyone has access to varied materials such as tin cans, lath, old jewelry, colored cellophane, light bulbs, glass, mirrors, old clocks, buttons, window screen, plastic curlers, clothespins, etc. Fashion imaginative animals, birds, insects, fish, and dinosaurs from the materials.

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Cloisonal Painting. Painting and jewelry craft combined is known as "cloisonal painting" in the Occupational Therapy Department at the University of Southern California. Discarded bracelets, compacts, brooches, and pendants make good backgrounds if scrap metals are not available. Bend fine wire to fill the space pleasingly. A needle-nose pliers and the point of a pencil are basic tools. Flatten the wire to the metal and glue it down. Apply paint to the depth of the wire. The design will appear to be inlaid, because the special cloisonal paint hardens. After the object is dry, it can be sanded for a better finish. Vera Arnold described this craft in detail in *School Arts* and invited readers to write to her for information at 3830 South Figueroa, Los Angeles 37, California.

Mobiles. This seems to be a variation of abstractions in wire. Aluminum or copper wire is bent in spirals and scrolls to suggest motion. Each mobile has one center of interest and other forms placed for balance. These forms may be swimming fish, flying birds, etc. They are made of cork, colored toothpicks, yarn, buttons, plastic foam, and miscellaneous materials. If the mobile is hung on a rod overhead, the creations will move in the breeze. Students may display their mobiles by moving them in colored lights to a musical background, according to Thelma Heidinger, Aurora, Illinois, in *School Arts*.

NATURE

Have the students collect natural things that please them on a field trip. They will bring dried grass, leaves, moss, pebbles, stones, lichen, tree bark, shells. Utilize native materials like driftwood, seeds, and grain to create pictures, tea trays, paper weights, hat trimmings, etc., in an endless variety of

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designs prompted by chance, suggestion, imagination, and ingenuity. Figurines may be added if the group so decides. Problems for design are texture, color, composition, line, and imaginative use of material.

Make artificial flowers for centerpieces. Select a dead twig or branch and set it in a base of plaster of Paris. Create floral and leaf designs of paper, cloth, wire, foil, etc., and fasten them to the branch with fine wire.

Collect flowers to be placed under glass for pictures, trays, coasters, or paper weights. Dry the flowers between sheets of newspaper or dry them under pressure. Arrange them artistically under glass. The same thing may be done with seeds of the milkweed pod and small yellow butterflies, leaves, and grasses.

Snow sculpture is fun in the winter. A large open book, a globe, an eagle with wings outspread, a figure of a madonna, Santa Claus, a graduate in cap and gown, god of the winds—these are but a few ideas for the winter carnival.

NEEDLEWORK

Make rugs of many kinds for use at home, for gifts, or for sale. Make rag dolls for orphanages, children's hospitals, and institutions for handicapped children. Make scuffs (house shoes) of terry cloth and other materials. Make linen samplers. Fine needlework such as embroidery, needlepoint, hooked thread pictures, etc., may be done. Knit afghans, argyle socks, mittens, sweaters, hats, dresses, and infants' wear. Crochet tablecloths, collars, hats, trimming, edging, table runners, gloves, tidies for chairs, bed spreads, place mats, "dickies," flowers. Making candlewick spreads and robes is interesting work for many. If the student originates his own

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design there is greater satisfaction with the finished product. Sewing things of turkish towels and terry cloth interests young people. Shower caps, beach robes, beach bags, swimming suits for children, toy dolls and animals, sports blouses, and other things are made. The decoration of a room with this material would be a practical project. The cloth could be used for drapes, chair covering, etc. Interesting color schemes could be worked out.

NOVELTIES

Felt. Make felt novelties such as pencil boxes, hats, pictures, and glass cases.

Holiday Decorations. Make tree decorations and corsages of pine cones, yarn, feathers, egg shells, berries, leaves, jar rubbers, etc. Make wax candles by melting discarded pieces of candles. Scent them with perfume, incense, or natural scents.

Feathercraft. Outline a bird like a cardinal, blue jay, or redheaded woodpecker on fairly heavy construction paper or light weight cardboard. Color stiff chicken feathers. Paste the feathers within the outline, starting at the tail. Add a realistic background of bark, evergreen twig with cone, or berries. Stick downy feathers in a thimble-sized wad of soft soap through which a wire has been drawn for a stem. Dye the feathers for an artificial bouquet of flowers.

Sponge Printing. Cut a cellulose sponge or rubber sponge into slices and then cut triangles, squares, or circles from the slices. Soak the sponges while a water-soluble block-printing ink is spread on a glass. Squeeze the sponge out and place the pieces face down to absorb the film of ink. Place the sponge on construction paper or cloth to leave a textured print. Ar-

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range the pieces of sponge to form a geometric, abstract, or realistic design. Do some designs with dark ink on light paper and others with white ink on dark paper.

Jewelry. Study a butterfly collection very carefully. Cut a paper pattern as near the shape and size of one exhibit as possible. Around the pattern build a wire skeleton. Cover it with cotton mâché. Dry it for twenty-four hours. Paint it to resemble the real butterfly. The orange sulphur and monarch butterflies make satisfactory models. Glaze the jewelry after placing a pin at the back.

Nylon Flowers. Making nylon flowers from discarded hosiery has become a fad. The nylon is bleached and dyed different colors. It is stretched over a frame of thin wire to form the petals. Tiny beads are used for centers. Florist's tape is used to cover the wire stem. Directions seem to have come first through extension agents, but commercial patterns have since been made available.

Easter Eggs. Decorate Easter eggs in colonial style. Gather berries, grasses, herbs, and bark to make natural dyes. A most interesting process has been handed down from the French and German settlers of early days. Lay fern fronds, very small leaves, or tiny flowers on the uncooked eggs. Wrap the eggs in white cloth so that the leaves and flowers are pressed flat. Cover the eggs with red onion skins and water. Boil for a half hour or more. Cool the eggs. Remove the cloth. The imprint of the delicate design will be etched on the egg. Rub the eggs with oil or shortening to polish them. If this is too much work, paint the eggs with tempera in gaudy colors and bold designs or dress them in quaint costumes or make queer faces of them after they have been hardboiled.

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PAPER

Favors. Make party favors for school and community club affairs and for veterans hospital trays.

Wrappings. Specialize in wrapping and personalizing gifts. Use wall paper, newspaper, brown wrapping paper, etc., in unique ways. Decorate plain white paper with crayola designs, cut paper designs, and novelty trimmings.

Stapler Inventions. Cut a background picture of several parts without first drawing lines to guide the scissors. Mount the background with paste securely. Staple live or mechanical parts of the picture loosely so that they are movable. For example, a boy appears to run, a flower bends in the wind, and the pendulum of a clock swings back and forth. The students may want to try the type of movable picture often found in greeting cards. Slots are cut in the paper and parts are pulled in and out through them. Holes are cut in the picture and a movable part at the back moves across the holes. The tongue of a dog can wag, a clown's eyes can roll, a window shade can go up and down.

Collage. Newspapers and flour paste or commercial paste, plus color, comprise the essentials for applied relief. The picture is made by pasting one layer of paper upon another and then gently molding it on a heavy cardboard. Paint is applied when the papiermâché is dry. The result is a textural picture that appears to be done in clay. Another form of collage is fabric collage. One layer of cloth is sufficient, however, and the color is in the cloth. Interesting designs can be made by combining fabric collage with paper sculpture. For instance, use a bright plaid collage as a background for a paper sculp-

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ture figure of a Scotsman in kilts, playing a bagpipe. Photographed, designs of this nature make pleasing art for the year-book. This particular three-dimensional effect with differing textures would be suitable for the music section of the year-book.

Paper Sculpture. Paper sculpture is used on posters announcing school events. A cowboy in paper sculpture catches the eyes of passers-by to publicize a square dance. Paper sculpture is used at Christmas time to decorate the bulletin boards with paper angels. Students have made knights, Shakespearean characters, robed monks, and hoop-skirted ladies in connection with their study of literature. Some students have characterized famous people being studied in history classes. Under the guidance of Dr. Elizabeth Sasser at Texas Technological College, students depict great people of religion. Clubs might like to try personified vegetables in paper sculpture to help in a nutrition campaign. An interesting display of paper sculpture figures in foreign costumes can be prepared for United Nations Day or Pan American Day. A student who is clever at caricaturing could make paper sculpture figures of the leading political figures of the day.

PLASTIC

Make useful and decorative plastic objects for personal and household use. Rings are attempted by experienced groups. Decorate plastic kitchenware with lacquer.

RAFFIA AND REED

Make baskets, chair seats, hot pads, handbags, hats, etc., of raffia and reed.

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STRING

Punch paper fasteners into paper. Connect them with string. The design may be planned beforehand by placing dots and lines on the paper, or it may just "work itself out." The use of white string on black paper with colored fasteners is effective.

Another type of string design is done with a large darning needle. Take a firm box like a candy or stationery box. Make holes around the edge with an ice pick. Draw the string back and forth across the box and through the holes, crisscrossing as fancy dictates. Optical illusions of curved lines can be accomplished with a little practice. A colored box or colored string adds interest to the design. Jessie Todd reported in *School Arts* that children at the Laboratory School, University of Chicago, liked this activity very much.

Yarn designs are pretty. Use scraps of yarn of many colors. Pieces may vary from a fraction of an inch to several inches in length. Lay the yarn in designs on a square of paper. Glue them down. Yarn flowers and dolls for coat lapels are fun to make.

TEXTILES

Tie-dye scarfs. Design and paint men's neckties. Give them a personal touch, using ducks for a hunter, golf balls for a golfer. Use the silkscreen process on both paper and fabrics. Block printing can be applied to a smock or cloth for a wooden-handled knitting bag.

Stencils may be used for aprons, luncheon mats, draperies, chair backs, and other flat pieces. In stenciling fabric, each color of the design must be traced to separate paper of heavy

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grade. To facilitate smooth cutting, apply linseed oil with a brush or cotton and cut with a razor blade when the paper is dry. Hold the stencil on the cloth and apply the paint with a smooth stroke, wiping off the excess. If students do not wish to create their own designs for stenciling, they might follow the example of one group which used the drawings of their brothers and sisters of kindergarten age.

WEAVING

Little things like pot holders and squares for afghans can be woven on small hand frames. Rugs can be made with very little expenditure by using rags. If the school has looms of various kinds, many more elaborate projects can be undertaken. Purses, shopping bags, table mats, scarfs, slippers, caps, auto robes, tapestry, aprons, and skirts are some of the more common projects. Sponsors may request to be placed on the mailing list of the Lily Mills Company of Shelby, North Carolina, for folders on *Practical Weaving Suggestions* and *Learn Loom Weaving*.

WOOD

Make wooden toys for children. Repair toys for distribution to less fortunate children at Christmas time. Make bookshelves, lamps, bookends, games, knickknack shelves, and other small articles of wood. Try filigrees of farm or sport scenes for use as pictures.

Norwegian hammercraft is very quaint. Beginners will be unable to work on curved surfaces, but there are many uses for decorative flat pieces. Hot pads, bread boards, covers for autograph books, and mailboxes are simple beginning projects. Use blocks of new soft wood. A large nail with a semi-flat

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point is preferred. More complicated designs can be achieved with several sizes of nails. Tap the nail with a hammer to the depth desired. Do not make the holes too deep but keep them of equal depth. Make the imprint little by little, loosening the nail with a jerk, to avoid splitting the wood. Rickrack, star, geometrical shapes, and conventionalized floral designs are suitable. Paint the holes one color and the block another with quick-drying enamel.

YULETIDE GIFTS

Reverse the usual spirit of crafts groups near the Yule season from one of profit-making to one of giving. Various crafts clubs may turn their efforts to a single project, still retaining their own separate meetings and remaining within the medium with which they ordinarily work. This year propose that all crafts clubs concentrate upon the making of toys for unfortunate children at home or abroad.

The dollology group might dress dolls in historical American costumes or Latin American or other foreign costumes, depending upon the destination of the dolls. The wood crafts group might make wooden toys; the metal crafts, metal toys. Needlecraft devotees can fashion charming stuffed toys. Those who enjoy making novelties could create animals from paper, wire, paste, sawdust, cloth scraps, and buttons.

First, study what type of toys are advised for the physical and mental development of children by psychologists. Then observe a nursery to see which toys children of various ages prefer and handle well.

Every minute spent on such a project will be more than repaid, not only in skills you acquire, but also in the happiness you engender.

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ADDITIONAL SOURCES OF INFORMATION

- American Handicrafts Co., 45 S. Harrison St., E. Orange, New Jersey, (Leathercraft, metalcraft, weaving, woodwork, plastics, glass etching.)
- Milton Bradley Co., 74 Park St., Springfield 2, Mass., (finger painting)
- Dwinnell Craft Shop, Elm Grove, Wheeling, W. Va., (leathercraft, plastics, pottery craft, block printing, belt craft, textile colors, power tools, woodburning, instruction books.)

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- Fisher Body Craftsman's Guild, General Motors, Detroit, Mich.
J. L. Hammett Co., 264 Main St., Cambridge, Mass., (weaving, woodcraft, basketry, bookbinding, leathercraft, metalcraft, pottery craft, block printing.)
C. Howard Hunt Pen Co., Camden 1, N. J. (lesson plans for linoleum block printing)
Junior Achievement, 345 Madison Ave., New York 17, N. Y.
La Clair Silk Screen and Craft Supplies, 2427 33rd Ave., San Francisco, Calif.
Leisure Crafts, 907 S. Hill St., Los Angeles, Calif. (leathercraft, metalcraft, ceramics, textile colors.)
National Recreation Association, 315 Fourth Ave., New York, N. Y.
O-P Craft Co., Inc., Sandusky, O.
The Plasti-Glaze Co., Carpinteria, Calif. (kit for plastic jewelry)
Sculpture House, 304 W. 42nd St., New York, N. Y. (rubber molds and casting, Pliatex Kit)
Jane Snead Ceramic Studio, 3 Burroughs St., Bridgeport 8, Conn.
Sto-Rex Crafts, 145 Ninth St., San Francisco 3, Calif. (leathers, plastics, metals)

CREATIVE WRITING CLUBS

Many young people feel the urge to put into writing the deep and important feelings that surge within them—the sentiments of boy-girl relationships, the reaching for a meaning of life, the spirit of patriotism, recognition of beauty in nature, attitude toward social injustice, the yearning for the freedom of maturity, love of family. The written expression of innermost feelings is a valve which may effect psychological adjustment during the adolescent period. Creative writing is a controlled, artistic outlet for the emotions of the pupil.

The ability to express thoughts concisely and clearly is an urgent need today. Interpersonal relationships and social competence are linked inescapably to mastery of the skills of communication—to the understanding and use of the language. The improvement of written expression in the club is accompanied by improvement of speaking and listening skills. Discussion and oral reading of the group's work and examples from literature require an increased comprehension and precise vocabulary, voice control and sensitivity to the elements of oral expression.

The success of advanced study and occupational advancement may rest upon the communication skills a student acquires. Satisfactory achievement in the classroom and success in extracurricular activities may be dependent upon adequate use of the language, particularly writing. Verbal

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expression is an essential tool in both present and future study and work.

Membership in the creative writing club should be open to those who seek psychological, educational, and vocational guidance, but ordinarily those who seek membership are students with superior talent for writing. The club, therefore, should concentrate upon artistic expression and literary criticism through a study of literary forms and practice in writing to carry students with literary interests and aptitudes beyond the bounds of the study of communication as a tool. Some of the students with marked proficiency in written expression may be interested in writing as a vocation. They should be assisted in an exploration of vocational opportunities.

Desirable Outcomes

To provide a channel of self-expression.

To improve composition.

To afford opportunity for an intensified study of literary forms.

To give recognition to worthy achievements in writing.

To enlarge both writing and speaking vocabularies of individuals.

To generate interest in selective and critical reading.

To develop skills in group discussion.

To relate written and oral expression.

To make students conscious of the need for effective communication and oral expression.

To encourage application of good writing in all school work.

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To bring about a realization that human relationships can be improved by skillful communication.

To emphasize the need for effective writing in advanced study and in many occupations.

To open new vocational and avocational roads.

Popular Names

Scribblers, Cubs, Stylus, Papyrus, Featurettes, Muse, Ink Splashers, Salmagundi, Pen Snaps, Pegasus, Parnassian, Nom de Plume, Lancers, Pen and Parchment.

Suggested Activities

LITERARY FORMS

A creative writing group may concentrate on one form of writing during the entire year, but a balanced diet of many forms is preferable so that the group may taste the flavor of and try their hands at many literary forms. If it is customary within the school for students to continue membership in the group for more than one year, it may be advisable to allocate time for several literary forms during the year so that the field may be explored in two or three years without repetition and so that a more thorough study of each form may be planned.

The literary group is stimulated by attending book and author luncheons, hearing lectures by famous writers, and by interviewing local authors. Entering literary contests—poetry, essay, and short story—within the school or on a wider basis is an incentive to many. Contributing to newspapers and magazines which accept student work motivates some. Having a

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goal of appearing in print in the state English teachers association organ or its annual collection of high school poetry brings interest to others.

WRITING ASSIGNMENTS

Some assignments for various types of writing are suggested below.

Cooperative Effort. Compile a literary symposium on a topic of common interest. Writing should be done by individuals in essay style. Occasionally compose an article or story on the blackboard as a whole group working together. Sometimes assign writing to be done collaboratively by groups of two or three in order that various techniques of joint authorship may be experienced.

Criticism. Study the bases of literary criticism. Read and discuss exemplary selections to illustrate the bases of criticism. Analyze other random readings by means of these critical standards. Apply the critical standards to work of the group.

Evaluation. Edit one another's work. For broader experience, have a school-wide contest and judge the entries in each division. Ask the cooperation of the English teachers or social studies teachers in conducting a survey of the writing habits of the student body so that prevalent errors may be discovered and corrected.

Dramatic Writing. Write dramatic prose passages based upon given situations of mystery and adventure, tragedy or grief. Write and produce scenarios. Write scripts for the school radio for use on special days. Write a play for the drama club to produce.

Prose. Prepare an exhibit on "How a Research Paper Is Written." Write a long paper entailing much research on a

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topic of individual interest. Write a series of compositions on such a topic as National Parks. Write theme after theme on suggested topics, some of which may be given a humorous treatment, for continual practice. As a novelty and as an exercise in disciplining vocabulary, write an essay based on geometrical terms. Write condensations of books, stories, and articles.

Poetry. Compose ballads in Anglo-Saxon style. Specialize in sonnets, ballads of early America, blank verse, or other form of poetry. Do much oral reading of poetry. Take a field trip to afford a common experience. After a trip to a quiet brook, a walk in the rain, a frolic in a snowstorm, watching the arrival of a train, or other common experience, compose poetry on the subject and compare the varied expressions of the group. Utilize holidays as inspiration for the writing of poetry. Experiences such as filling Thanksgiving baskets, giving a Christmas party, or watching soldiers march on Memorial Day may be drawn upon.

Short Story. Study some of the best short stories. Study the form of the short story. Study the types of short stories. Write short stories in which character, mood, or setting are dominant. Also practice writing some short shorts after studying examples from newspapers and magazines.

Journalism. If the school does not offer journalism as a course, the club may wish to undertake the publication of a school paper. If there is a class in journalism, members will profit by understudying the staff or observing the local newspaper staff at work. A club paper or a Sunday paper featuring the stories behind the news would be a worthwhile project. The club might publish extra editions of the school newspaper in miniature when the occasion arises. Special edi-

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tions for holidays or graduation make interesting club work. The club may wish to publish a literary magazine with choice selections of varied types of writing produced by the members and contributors among the student body. The preparation of a pamphlet on local lore is another extensive project. The group may wish to limit its work to practice in various types of newspaper writing rather than to publish a paper of any sort. Such writings may be submitted to the school or local paper for publication or they may only be criticized as an exercise. Students could cover elementary school newsbeats for practice in reporting. The writing of timely biographical feature stories is good practice. A suitable subject would be Dr. E. L. Trudeau, who is the father of the fight against tuberculosis. The club members would enjoy writing patriotic featurettes on such subjects as "Francis Bellamy and the Pledge of Allegiance" or "Francis Scott Key and the Star Spangled Banner." Many will want to try sports writing. Those thinking of journalism as a vocation may want to specialize in technical writing of trade journal type. Students particularly interested in science may want to do numerous and varied science articles and stories. (See also Journalism Clubs.)

ANTHOLOGY

Students like to have a collection of their original work in an anthology. First, decide upon the literary form or forms to be studied. Learn the bases of criticism for these forms. Find and analyze numerous examples. Then write, write, write—and criticize the club's original work.

To spread interest in creative writing and to increase the number of contributions for the anthology, encourage stu-

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dents of the entire school to submit entries in the club's poetry contest. Request teachers to give the club superior composition work. Short stories and essays may be selected from the school's monthly or quarterly magazine or a weekly literary page in the school newspaper for inclusion in the anthology. Considerable attention ought to be given to the selection of a name. Several outstanding club anthologies have titles such as *Soft Pipes*, a phrase lifted from English poetry.

Request the assistance of the art department or club and the print shop or club to decorate and publish the anthology. Contributions may be autographed for a personal touch if the edition is limited. Distribution may be free if sales are not necessary for financing the project.

LOCAL HISTORY

Compile the history of the area. Search old records, picture files, letters, and newspapers. Interview early settlers. Divide responsibility for the many phases. Secure the assistance of the art club, photography club, office training club, and printers club to enhance and make possible the publication of the town's history.

Expense need not be insurmountable. Adapt the material which has been gathered to pageant form, inviting wide participation. Involve the community in making and supplying clothing reminiscent of the period. Publicize the pageant widely by posters and radio, through newspapers and platform announcements. You will find that the community is eager to recall and to learn its romantic past.

Through having made the pageant a community affair, you will have publicized your local history book sufficiently to carry it out of the red, and you have the box office receipts

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besides. Overnight it will become a local best seller, featured at every bookstore, if it is educational, informative, and entertaining.

FOR FURTHER READING

- Atlantic Monthly*, 8 Arlington St., Boston 16, Mass.
Allen, W. E. *Writer on His Art*, Whittlesey House, 1949.
Bailey, J. O. *Proper Words in Proper Places*, American Book Co. 1952.
Barr, J. *Writing and Selling Greeting Card Verse*, Writer, 8 Arlington St., Boston. 1951.
Ferris, Helen, *Writing Books for Boys and Girls*, Junior Literary Guild, Garden City, N. Y. 1952.
Flesch, Rudolph and Lass, A. H. *The Way to Write*, Harper, Rev., 1949.
Maxon, H. C. *Opportunities in Free-Lance Writing*, Grosset, 1951.
Myers, L. M. *American English*. Prentice-Hall. 1952.
Neal, H. E. *Writing and Selling Fact and Fiction*, Funk and Wagnalls, 1949.
Patterson, H. M. *Writing and Selling Feature Articles*, Prentice-Hall, 1949.
Pyles, Thomas, *Words and Ways of American English*, Random House, 1952.
Van Druten, John, *Playwright at Work*, Harper, 1952.
Writer's Digest, (monthly), 22 E. 12th St., Cincinnati, O.

ADDITIONAL SOURCES OF INFORMATION

- National Council of Teachers of English, 211 W. 68th St., Chicago, Ill.
National High School Poetry Association, 3210 Selby Ave., Los Angeles, Calif.
Scholastic Magazines, 351 Fourth Ave., New York, N. Y.
Student Life, 1201 16th St., N.W., Washington 6, D. C.

DANCE CLUBS

Dancing, as an art form, has universal appeal. The study of the dance in the club can become the foundation of critical appreciation. Dance clubs are culturally valuable for the community as well as for the members of the club. Much of the dancing engaged in by amateur groups is lacking in perfection of form, but it is an outlet for youthful exuberance. Rhythmic bodily movement to musical accompaniment gives release from nervous tension, emotional strain, and muscular tautness. There has been some endeavor to move the study of the dance in the school from the physical education department into the art curriculum. For some individuals, the dance club is vocationally expository. There are those dance clubs, of course, whose primary purpose is recreation. They too have a place in the school.¹

Desirable Outcomes

- To permit artistic expression through bodily movement.
- To preserve national cultures.
- To interpret music, painting, sculpture, literature, and drama in another form.
- To widen culture by learning the relationship among the fine arts.

¹ *High Times: 700 Suggestions for Social Activities*, by Nellie Zetta Thompson, E. P. Dutton, 1950.

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- To realize the effect of the milieu upon the dance.
- To improve posture.
- To develop graceful movement.
- To provide an emotional valve.
- To give depth to the meaning of history.
- To stimulate imagination.
- To promote the growth of character traits such as cooperation, coordination, insight, sympathy, reliability, initiative, and originality.
- To afford social relationships.

Popular Names

Orchesis, Pavlova, United Nations, Turkey in the Straw, Modern, Folk, Ballroom, Tango, Waltz, Blue Danube, Agnes DeMille, Martha Graham.

Suggested Activities

BACKGROUND ACTIVITIES

A group may wish only to cultivate a background for the appreciation of the dance. Such activities as the following contribute toward an interest in and an understanding of the dance. Attend professional dance recitals brought to the community as well as recitals of dance schools of the city. Also attend films, operas, musical shows, and variety shows which have dancing. Participate in productions of the civic opera company and serve as extras when the call comes from touring companies appearing in the city. Sponsor annual recitals of modern dancing, ballet, tap, and ballroom exhibition dancing of students of the school. Recitals may be formal and classic or they may be colorful extravaganzas. Show educa-

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tional films on the dance to the club or to the school as a whole. Do original choreography for selected music—conventional descriptive movements at first, and then abstract. For example, use the movements of a beauty routine; then use the movements of the hands to express attitudes of prayer, fear, worry, relaxation. Listen to lectures on the dance. Become familiar with paintings based on the dance. Study the fundamentals of movement and rhythm and positions of one or more forms of dance. Keep scrapbooks on dance. Familiarize students with literature on costuming, staging, lighting, and make-up related to the dance. Read biographies of great dancers and books on the dance.

LEARNING THE FUNDAMENTALS

Students may wish to form groups to learn the fundamentals of various forms of the dance. It may be possible to find a person in the community willing to give an evening a month, or an evening a week, to teach students with aptitude for the art of dancing the fundamentals of ballet, basic steps and simple routines in tap dancing, modern interpretive dancing, or exhibition ballroom dancing.

Folk dancing, both native and foreign, has great appeal to students. Learn early American folk dances. Practice the many figures of the square dances. Learn the Latin American dances—the tango, rhumba, samba. Learn the world's waltzes—Viennese, French, hesitation. If there is a leader, some may wish to attempt some of the Oriental, East Indies, Amerindian, and Egyptian movements. Stage a folk dance festival every year as a full day or evening event in observance of United Nations Day, Brotherhood Week, or Citizenship Day, as a finale to the physical education demonstration, as a part

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of the annual music program, or as part of the May Day Fete. Invite adults to participate or invite other schools or clubs within a reasonable distance. Costuming is essential for color. After the exhibition, the various clubs mingle and teach one another dances of other nations. The camera club or an amateur photographer may wish to film the folk festival in color.

PRODUCTIONS

Present short dance programs while stage settings are being changed between acts of dramatic productions of the school. Perform before community organizations and for amateur shows. Enter the school's talent show.

Dance clubs may present an assembly on the theme Holidays to demonstrate the work of the clubs and to interest other students. For example: A tap dance could carry out "New Year's Day" in a night club atmosphere; an exhibition waltz, for "Valentine Day"; ballet, for "St. Patrick's Day"; modern dance, for "Easter"; tap, for "Independence Day"; square dance, for "Halloween"; creative dance, for "Thanksgiving"; and ballet, for "Christmas."

As a culminating event toward which the dance club or clubs may work, present an interpretation of the history of the state in dance. This will require folk dancing and square dancing to portray early days; precision dancing to suggest the rise of industry; modern interpretive movements to recall highlights of history in the political and cultural life of the state; ballet to depict the spirit of the state. Original choreography is necessary. The interpretation of the Four Freedoms makes another impressive program.

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- Beaumont, C. W. *Complete Book of Ballets*, Putnam, 1950.
- Draper, Nancy and Atkinson, M. F. *Ballet for Beginners*, Knopf, 1951.
- Dance Magazine*, Rudor Pub. Co., 503 W. 33rd St., New York 1, N. Y.
- Dance News*, Dance News Inc., 119 W. 57th St., New York 19, N. Y.
- De Mille, Agnes, *Dance to the Piper*, Little, Brown, 1952.
- Hunt, Paul and Underwood, Charlotte, *Eight Yards of Calico*, Harper, 1952.
- Karsavina, T. *Theatre Street*, E. P. Dutton, 1950.
- Kirkell, M. H. and Schaffnit, I. K. *Partners All, Places All*, E. P. Dutton, 1951.
- Kozman, H. C. et al. *Methods in Physical Education*, W. E. Saunders Co., Philadelphia, 1952.
- Lockhart, A. *Modern Dance, Building and Teaching Lessons* (with music and illustrations), W. C. Brown, Dubuque, Ia., 1951.
- Murray, Arthur. *How to Become a Good Dancer*, Simon and Schuster, Rev., 1947.
- Nijinsky, R. D. *Last Years of Nijinsky*, Simon and Schuster, 1952.
- Owens, L. and Ruth, V. *Advanced Square Dance Figures of the West and Southwest*, Pacific Books, Palo Alto, Calif., 1950.

ADDITIONAL SOURCES OF INFORMATION

- American Association for Health, Physical Education, and Recreation,
1201 16th St., N.W., Washington 6, D. C.
- American Folk Dance Society, 11 Middagh St., Brooklyn Heights 2, New York.
- Dance Educators of America, 89-31 161 St., Jamaica 2, N. Y.
- Local groups in Boston, Chicago, New York, Philadelphia, and other large cities.

DEVOTIONAL AND PHILOSOPHICAL CLUBS

The young person's mind gropes for answers to philosophical questions that have been pondered through the ages. Teen-agers yearn for a stable influence which they can rely upon for guidance in decisions they face in their new status as "grown-ups." As the world of science opens to the student he sometimes needs help in reconciling his faith and his newly acquired knowledge.

During adolescence, boys and girls wonder about the reasons behind the accepted moral code, the reasons behind the absolute and relative concepts of right and wrong. Tracing the thought out of which socially accepted behavior has grown enables young people to gain perspective—to accept customs which, without understanding, they have considered to be restricting to themselves. Young people understand the counsel of their parents better if they have a rational background for the behavior expected of them.

The role of religion in the founding of our country is a part of youth's cultural heritage. Recognition that the democratic concept was rooted in basic Christian principles is essential to give depth to the meaning of the democratic way of life. The student should be familiar with the major thought of the many religions represented in America. Friction in spots like the Middle East may be better understood by knowing the fundamental concepts of the Talmud and the

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Koran. An understanding of the peoples of the Far East can come about through an understanding of their basic beliefs.

Philosophical clubs should be instrumental in giving young people respect for spiritual values without sectarian bias. It is possible to bring to the students spiritual aspiration and contemplative meditation in a way that finds common acceptance among all faiths.

Desirable Outcomes

- To promote intercultural understanding and friendship.
- To provide cultural background.
- To aid in the interpretation of the great thought of the past.
- To foster ethical character.
- To encourage religious fellowship.
- To guide youth in the search for truth.
- To stress human rights, brotherhood, justice, love, and moral responsibility.
- To open the way for spiritual satisfaction and emotional stability.

Popular Names

Philosophy, Interfaith, Interreligious Council, Character Building.

Suggested Activities

COMPARATIVE PHILOSOPHY

In the schools, devotional clubs must confine their work to the building of character traits embodied in the great religions, the practicing of democratic concepts which parallel

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spiritual concepts, and the understanding of the philosophy of the great religions.

The philosophies of the major religions of America may be compared. (See statistics in *World Almanac*.) Use *Readings from World Religions* by S. G. Gurney and Dorothy Short, published by Beacon Press, Boston, in 1952. Groups may study the relation of religion to progress, learning why some religions tended to retard progress and others seemed to augment it. Students can study religion in art, music, and literature. The relation of science and religion may be discussed.

SPIRITUAL VALUES

Many students like to compose poetry on religious themes or principles. It is permissible to learn sacred songs, hold morning devotional services, read from the Scriptures, offer prayers for peace, conduct Easter sunrise services, sponsor Christmas caroling, celebrate Channukah, participate in Thanksgiving services, and hold graduation vespers. Some schools enact religious dramas such as "Family Portrait," "Song of Bernadette," and plays similar to the radio series called "Greatest Story Ever Told" and "The Eternal Light." A series of meetings may be arranged on the "Cornerstones of Religious Freedom in America" and the "New World Emphasis on Religion." A major project may be to trace evidence in our great national documents and in the country's history to show how the moral principles, idealism, and spiritual values of American democracy were founded in the Christian religion. The study of plays that show man's struggle against the power of evil is a good club project. Reading

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novels that depict the conflict between good and evil leads to lively discussions.

BIOGRAPHY

A reading group could spend a whole year on the reading and discussion of books about famous missionaries such as Stanley, Schweitzer, Kagawa, Father Serra, and Father Damien. Another reading program could be devoted to increasing knowledge of the Mormons, Friends, Mennonites, Amish, and other religious groups. Still another series of meetings could be directed toward an understanding of the part religion played in the colonization of America and in the exploration and settlement of the West. Study the Puritans, the Quakers, the Huguenots, the Catholic settlement of Maryland, the Rhode Island colony, and so on. Study the journey of Father Marquette, the California missions, the Mormon Trail, and the work of Marcus Whitman in the Northwest.

A group may give part or all of its time to the encouragement of reading spiritually uplifting works among students of the school. This quiet campaign will entail much reading, discussion, selection, and careful preparation of publicity by the club members.

The spiritual reading campaign will take many forms. New books with spiritual emphasis may be reviewed in the school newspaper or for an assembly program. Books with religious background may be exhibited in the library. The club may search book catalogs for new titles and urge the librarian to purchase a new book by Dr. Norman Vincent Peale or Sholem Asch. More books by Lloyd Douglas may be advised. The club may prepare reading lists of appropriate books avail-

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able at the school and public library. Local circumstances will determine whether or not it is permissible to distribute pocket Testaments, Bibles, American Bible Society bookmarks inscribed with suggestions to get the most out of Bible reading, and folders with references or quotations for Lenten reading.

Verses from the Scriptures could be lettered beautifully and posted on the bulletin board, one each week. Corresponding verses from Scriptures of two or more religions may be used. Sermonettes based on the verse of the week might be presented in homerooms by club members.

MUSIC

Some devotional clubs like to hold what they call "sing-spirations" and "hymnspirations." These are community singing of favorite hymns scheduled before or after school or during the noon hour so that students may participate on a voluntary basis.

The devotional club could prepare a series of short presentations on famous hymns and their writers. Select such topics as "John Wesley," "Philip Brooks," "Luther's 'Cradle Hymn,'" "The Story Behind *I Would Be True*," "The Chant." One or two speakers then prepare short talks on the subject. The club practices singing the hymn or invites the glee club or a quartette to prepare the choral number under the supervision of the music department. The short hymn service is presented over the public address system during the homeroom period. The cantor of the synagogue could be asked to supply a program concerning Jewish religious music. Recordings of choirs of boys and men may be used to represent the development of music in the Catholic Church. A commentary on historical development should be used with

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the recordings. The stories of Bach's great oratorio and Schubert's *Ave Maria* are suitable material for this series of morning programs on religious music.

Attention of listeners may be directed to radio programs such as the Sunday morning broadcast of choir and organ from the Tabernacle in Salt Lake City and to television programs featuring interfaith discussions. Notices may be placed on the bulletin board to announce organ recitals, the appearance of a choir from a denominational college or of the massed choirs of local churches, and community hymn sings in the open air.

ART

The devotional club could purchase nine or ten prints of religious paintings such as Raphael's *Madonna*. These prints should be mounted neatly. Committees could then write background material in condensed form for use with each print. A different print with its typewritten legend is then ready for the bulletin board every month.

CAMPING

Camping often enables young people to discover spiritual values that they had not perceived before. The wonder of nature brings students closer to God. The study of the night sky closely relates science and religion. Group living shows the value of ethical principles. Coping with the elements and emergencies develops individual character traits. The devotional club should include in its plans a week-end camping trip during the school year or a summer camp of one or two weeks.

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PHOTOGRAPHY

Camera clubs for youth have had rapid growth in America. They offer many opportunities for social education and spiritual development. With the assistance of technical, artistic, and inspirational leaders, the camera club can develop a new aspect of photographic art—specialized photography in the religious field. The realm of the spirit abounds with excellent subjects for photographing.

Camera club members can spend much time on art subjects, striving for good composition and lighting in photographing such things as hands folded in prayer, rugged church towers, spires against an evening sky, a child kneeling for bedtime prayers, statues of Luther and other Reformation leaders, and the Thanksgiving altar.

Action shots of Easter crowds, a mortgage burning, wreath laying, a picnicking congregation, a wedding, the May procession and crowning of the Virgin Mother, Ash Wednesday, the service of the Seder are types of scenes which comprise another area of camera activity for the young folk.

Members may be assigned to take pictures of applied religious principles at random or at a certain place or during a definite period of time. They should bring in typical good Samaritan deeds enacted on the streets daily—someone helping a blind man across the street or giving a beggar alms—or an unusual or more obscure act which fires their imagination—perhaps the kindness of a streetcar conductor or a boy caring for an injured bird.

The assignment may be narrowed to a single abstract religious principle which is to be illustrated from daily life. "Honor thy father and mother" would bring forth a wide

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variety of pictures. The method may be reversed. Club members might seek abstract thoughts from the Scriptures and attempt to find and take examples of them. They might take pictures of acts they deem good living and find the specific Scriptural reference for their pictures.

For those who are equipped to do color photography there is unlimited subject matter. Stained glass windows, amphitheater dramatics, interracial meetings, nature, Easter lilies, missionaries' exhibits, the Christmas altar, ceremonial robes, choir processions, the lighting of the candles for the beginning of the Jewish sabbath, and the churchyard are but a small number of things that lend themselves to color reproduction.

The movie camera can be on the scene for the pageantry of special services, baptisms, religious dramatics, Sunday School picnics, weddings, processions, the bell rope being pulled by the sexton, the cantor, people with prayer shawls, and so on. Showings of such films can result in better interfaith understanding.

In seeking for photographic subjects related to religion, the photographer becomes keenly aware of spiritual values. He learns that the universe belongs to one God and that the spirit is very real. In seeking beauty, young people will find it. The youth's knowledge of his own church is enlarged and his understanding of other religions is broadened by the contacts, the observations, the searching of the Scriptures, the comparisons. The youth's interests reach out to find the history of the stained glass window, the problems of a mission field, the symbolism of the white lily, the seven candles, the palm leaf. The young person learns how to use the Scriptures, to search the Scriptures, to give them meaning for today.

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The camera club can reach the adults of the community through the pictures the club members have taken. These pictures of spiritual appeal may be displayed in the community. Occasionally a picture may be worthy of publication in the local newspaper. Some pictures could be used on church bulletins or in other publications. Suitable photographs could be used on greeting cards. Good pictures could be used for a club calendar.

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Hubbard, Ethel D. *The Moffats*, Friendship Press, 1952.
Kerigan, F. *Inspirational Talks for Women's Groups*, Standard Pub., 1951.
King, Marian, *Young King David*, Lippincott, 1948.
Madden, Ward, *Religious Values in Education*, Harper, 1951.
Male, E. *Religious Art from the 12th to the 18th Century*, Pantheon, 1949.
Maus, Cynthia P. *The World's Great Madonnas*, Harper, 1947.
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Yates, Elizabeth, *Joseph*, Knopf, 1947.
Yearbook of American Churches, National Council of Churches of Christ
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Bldg., Philadelphia 7, Pa.

ADDITIONAL SOURCES OF INFORMATION

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Ave., Chicago 14, Ill.
American Bible Society, 450 Park Ave., New York 22, N. Y.
American Missionary Association, 287 Fourth Ave., New York 10, N. Y.
American Sunday-School Union, 1816 Chestnut St., Philadelphia, Pa.
American Youth Foundation, 3930 Lindell Blvd., St. Louis 8, Mo. (camp-
ing for Christian leadership)
Associated Church Press, 152 Madison Ave., New York 16, N. Y.
Church Film Service, 2595 Manderson St., Omaha 11, Nebr.
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Education. Government Printing Office, Washington, D. C. 15c.
Educational Policies Commission, NEA, Washington 6, D. C.
Federal Council of the Churches of Christ in America, 297 Fourth Ave.,
New York 10, N. Y.
Field Organizations of American Cooperative Christianity. See Yearbook
of American Churches. Also see Religious Periodical section.
Girls Friendly Society of the U. S. A., 386 Fourth Ave., New York 16,
N. Y. (Episcopal)
Hi-Y, YMCA, 347 Madison Ave., New York 17, N. Y.
International Council on Religious Education, 203 N. Wabash Ave., Chicago,
Ill.
International Society of Christian Endeavor, 120 E. Broad St., Columbus
5, O.
Missionary Education Movement of the U. S. and Canada, 156 Fifth Ave.,
New York 10, N. Y.
National Catholic Educational Association, 1785 Mass. Ave., N.W., Wash-
ington, D. C.
National Catholic Welfare Conference, Dept. of Educ., 1312 Mass. Ave.,
N.W., Washington 5, D. C.
National Conference of Christians and Jews, Commission on Educational
Organizations, 381 Fourth Ave., New York 16, N. Y.
National Council for Jewish Education, 1776 Broadway, New York 19,
N. Y.
National Jewish Welfare Board, 145 E. 32nd St., New York 16, N. Y.
National Preparatory School Committee, Commission on Religion in Inde-
pendent Schools, 123 E. 52nd St., New York 22, N. Y.
Newman Club Federation (Catholic), 1312 Mass. Ave., N.W., Washington
5, D. C.

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- Pocket Testament League, Inc., 156 Fifth Ave., New York 10, N. Y.
Protestant Big Sisters, 137 E. 22nd St., New York 10, N. Y.
Religion in American Life, 350 Broadway, New York 13, N. Y.
Religious Education Association, 20 W. Jackson Blvd., Chicago 4, Ill.
Religious Film Association, 45 Astor Place, New York 3, N. Y.
Scripture Gift Mission, 325 N. 13th St., Philadelphia 7, Pa.
Sodality of Our Lady (Catholic), 3115 S. Grand Blvd., St. Louis, Mo.
Student Volunteer Movement for Christian Missions, 156 Fifth Ave., New York 10, N. Y.
United Student Christian Council, 156 Fifth Ave., New York 10, N. Y.
World Association of Daily Vacation Bible Schools, 156 Fifth Ave., New York 10, N. Y.
World's Christian Endeavor Union, 1201 E. Broad St., Columbus 5, Ohio.
Y-Teens, YWCA, 600 Lexington Ave., New York 2, N. Y.

DRAMATIC CLUBS

Some of the most memorable experiences of a high school career are those of dramatics. The excitement of the footlights, the feeling of importance in the spotlight, the cooperative fellowship of preparation—all are happy learning experiences. The shy boy and the awkward girl may not realize how they gained confidence and poise under the guidance of the director of dramatics, but they associate their new status with the pleasant dramatic presentation. More aggressive students may not realize the importance of clear diction and good expression until they are before an audience. A dramatics club adviser must be aware of the psychological implications of casting as well as of the technical and artistic outcomes desired.

The dramatics club ought to do more than “act out” a play. Students should learn the elements of good drama and the fundamental techniques of acting. Drama should be appreciated as an art, as a mode of self-realization, as a social force. Reading and discussion, listening and watching will be necessary to accomplish these ends. Radio and television, motion picture and recordings are teaching aids that can be used to help young people evaluate drama.

School plays are the only live shows many communities have. The educational theater has the responsibility for improving the taste of the community by planning a long range

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program of varied types of plays which are progressively of higher type artistically.

Vocational aspects of the drama should not be overlooked, but they should not be encouraged without real justification. Active interest in community dramatics upon leaving school may be urged for those able and interested.

Students interested in stagecraft may form a separate club if their number is large enough. Members are recruited from pupils with mechanical and business aptitudes, abilities in costume and set design, and acting and school service interests.

Desirable Outcomes

To allow a medium of self-expression.

To perfect acting techniques.

To stimulate interest in the theater as a form of art.

To establish standards for evaluation of dramatic performances in many media.

To raise the level of appreciation in the community gradually.

To expand knowledge of the theater—its history, forms, personalities.

To see drama as a powerful social force as well as an art.

To discover and encourage remarkable talent.

To reveal vocational and avocational opportunities backstage.

Popular Names

Make Believe, Melodramadeers, Rehearsal, Stagecraft, Curtain Call, Cue, Masquers, Footlight, Thespians, Sock and Buskin, Blackfriars, Doorstep Players, Mimes, Mummers,

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Masque and Sandal, Curtain Pullers, Robe and Wig,
Masque and Dagger, Radio, Stagecraft.

Suggested Activities

APPRECIATION

To develop appreciation of dramatic arts, a club might engage in many activities such as these: (1) Offer a course in stage language to the student body prior to a major production. (2) Serve as a reviewing board for assemblies containing dramatic components. (3) Help in the selection of plays for school use. (4) Write program notes for school productions. (5) Establish a reading nook on the theater in the school library. (6) Participate in the Little Theater of the community; in church productions; in summer theaters; as extras in professional companies appearing on local stages. (7) Become familiar with columns written by drama critics and magazines of the theater. Learn the fundamentals of dramatic criticism. Write criticisms of motion pictures and stage productions for discussion and for the school paper. (8) Interview personalities of the stage and screen who stop in the city. (9) Attend the legitimate theater regularly by arranging for reduced rate reservations and transportation for the group. (10) Exchange productions with nearby schools. (11) Invite neighboring schools to participate in a drama clinic or festival.

PRODUCTIONS

Actual performing may be confined to one or two forms each year under a long-range plan of introducing other forms in succeeding years so that the club and student body alike

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have ever-broadening experiences. Double casting and two performances multiply the opportunities for participation. (1) Specialize in outdoor theater or doorstep productions. (2) Interpret modern fiction, for which cutting and scripting is done by members. (3) Establish a children's theater after learning the special technique of acting for children. (4) Build a marionette theater and gradually add to a repertoire either of children's stories or of literary masterpieces studied in class. (5) Enact famous old melodramas, adaptations of novels to melodrama form, original melodramas, modern melodramas. (6) Produce Shakespearean dramas. Act them in true Elizabethan style without properties. Stage them in the classic style of Laurence Olivier. Use some modernized versions similar to those of Maurice Evans. Have fun with an occasional take-off, a streamlined version in the language of today. (7) Work on a poetic drama like *Mudrer in the Cathedral* or one by Benet. (8) Concentrate on mystery theater for improving tempo and cueing. (9) Present one-act plays for school assemblies and civic clubs. (10) Study the medieval morality play. Enact one of the old morality plays. Create original morality plays. (11) Present puppet shows for elementary schools, junior high schools, local library story hours, and Vacation Bible School classes. (12) Learn the true essence of tragedy and put that knowledge to use in presenting both short and long tragedies. (13) Spend some time on the modern social drama, becoming familiar with the themes and writers as well as with the impact and implications of the plays. (14) Produce a succession of foreign dramas. French and Chinese might be an interesting beginning. Follow with Sean O'Casey and Ibsen or Shaw and Chekov. Don't forget

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the Greek theater and such plays as *The Trojan Women*. (15) An adventure in medieval drama can be both fascinating and culturally profitable. A Christmas presentation may be an auspicious beginning. (16) Small children love creative dramatics. They "act out" a story in their own words without the aid of stage directions or script. High school students are more self-conscious, and it is desirable that they learn proper techniques of acting; but directed self-expression of this nature may be a useful step in preparing productions requiring memorized lines and in acquiring greater freedom of expression. (17) The socio-drama and the psycho-drama, teaching devices in the area of social attitudes and behavior, may be used advisedly in the dramatics field. Interpersonal problems within the group and problems arising in the home as a result of play practice may be solved by impromptu acting and discussion of situations. (18) Turn the theatrical spotlight on "theater in the round," the current revival of the "penthouse drama." As you know, this type theater is of arena style, with seating around the actors, rather than the conventional staging. The problem of voice projection may be remedied by overhead microphones. Overhead lighting, rather than footlighting, is used. The end of an act is indicated by darkness or by the players moving out of the playing area in character. Either the stage area is elevated and ramps used for approach to the platform or the seating is level with the staging area or inclined with stadium-type risers. Stage properties are simplified and made realistic. Make-up techniques need to be modified. Selection of plays is of great importance. You may be bewildered at first by the different techniques of acting, and the audience may be dis-

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appointed by the lack of illusion to which they are accustomed, but the experiment in this popular departure will prove well worth while.

Techniques can be studied in interesting ways, and several minor productions emphasizing them can be given for limited audiences. Action for a recorded drama can be pantomimed. Demonstrations of make-up and sound effects can be given for assemblies. Lighting can be demonstrated before an audience.

RADIO

Radio techniques require special treatment and may merit major attention of a dramatics group or demand, because of the number of interested students, a separate club. Listening and discussion, visiting radio studios, and studying typical radio scripts are initial activities. When the group is ready, dramatize short radio plays which fit both time budget and purse. Adapt and enact classics within production limitations. Enact scripts produced by the radio-writing class and utilize sound effects recorded by the technical group of the radio workshop. Make use of the public address system, the assembly period, and the local radio station's school time for broadcasting. Arrange for televising a production by a local station.

STAGECRAFT

All of the success of a drama is not attained before the footlights. Much of its success is achieved behind the scenes. Students interested in being members of stagecraft groups should not be neglected. Several small groups can be formed to specialize in the many jobs that make a finished dramatic production. Services of these various technical groups should

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be used for all school productions. The work of the clubs starts with the first rehearsal after a general background has been laid. One group studies make-up. Another plans sets for dramatic productions. Another designs costumes. One group sets up and operates the lighting. Some paint scenery. Some make wigs. Others are responsible for managing the house. One group handles business; another, publicity.

It may be advisable to work out a point system of awards for public recognition of those engaged in stagecraft behind the scenes. For instance, require a specified number of hours of work if the crew member's name is to appear on the program; a larger number of hours for a letter; and possibly a larger number, attainable only during a devoted backstage career during high school years, for awarding a pin.

FOR FURTHER READING

- Corneille, Pierre, *Chief Plays*, Princeton University Press, 1952.
Davis, Eugene C. *Amateur Theater Handbook*, Greenberg, New York, 1945.
Elicker, V. W. *Drama Handbook for Church and School*, Schauffler College, Cleveland, Ohio, 1949.
Evans, M. *Costume Throughout the Ages*, Lippincott, 1950.
Friederich, W. J. and Fraser, J. H. *Scenery Design for the Amateur Stage*, Macmillan, 1950.
Gassner, John (ed.), *Best American Plays*, (Third Series, 1945-1951), Crown Publishers, New York 16.
Holroyd, G. et al., *Drama in Schools and Youth Centres*, MacDonald, 1949.
Lea, G. *Modern Stagecraft for the Amateur*, Pitman, 1950.
MacAlvay, Nora and Comer, Virginia, *First Performance: Plays for the Junior High School Age*, Harcourt, Brace, 1952.
Mackey, D. *Drama on the Air*, Prentice-Hall, 1951.
Nelms, Henning, *Play Production* (College Outline Series), Barnes and Noble, 1950.
Ommanney, Katherine and Pierce, *The Stage and the School*, Harper, 1950.
Paradis, Marjorie B. *One-Act Plays for All-Girl Casts*, Plays, Boston, 1952.
Plays, (Magazine and collections for holidays, etc.) Plays, 8 Arlington St., Boston 16.

YOUR SCHOOL CLUBS

Theater Art, Stage Publications Inc., 130 W. 56th St., New York 19, N. Y.
Tully, Nora and Comer, Virginia L. (ed.), *First Performance*, Harcourt,
Brace, 1952.

Yearbook of One Act Plays, Row, Peterson, & Co., Evanston, Illinois.

This is a list of houses which publish plays and handle amateur performance rights:

Walter H. Baker Co., 569 Boylston St., Boston 16, Mass.

Banner Play Bureau, Inc., 449 Powell St., San Francisco 2, Calif.

The Dramatic Publishing Co., 1706 Prairie Ave., Chicago 16, Ill.

Eldridge Publishing Co., Franklin, Ohio.

Samuel French, Inc., 25 W. 45th St., New York 19, N. Y.

Wetmore Declamation Bureau, 1631 S. Paxton St., Sioux City 20, Ia.

ADDITIONAL SOURCES OF INFORMATION

American Educational Theatre Association, Norman Philbrick, Stanford University, Calif.

National Association of Educational Broadcasters, Service Bldg., Iowa State College, Ames, Iowa.

National Board of Review of Motion Pictures, Inc., 70 Fifth Ave., New York 11, N. Y.

National Theater Conference, Central Office, Western Reserve University, Cleveland 6, Ohio.

National Thespian Society, College Hill Station, Cincinnati, Ohio.

Row, Peterson and Co., Division of Drama, 1911 Ridge Ave., Evanston, Ill. ("Lagniappe").

FACULTY CLUBS

Teachers clubs, as well as student clubs, have a place in the school system. Faculty clubs are formed around common interests and problems, which may center within one school, focus upon a subject matter area, or cut across all grade levels of an entire school system. Some very successful clubs have been organized among teachers of neighboring school districts for fun and study. To be satisfying social experiences, faculty clubs should be informal and flexible. Leadership emerging within the groups, whether in a Saturday supper club or in a problem-solving group, will usually make elected officers and formal procedure unnecessary. Experience exchange groups may have a fluid membership. Intended to assist in the personal and professional adjustment of the teacher, the faculty club gatherings should have an atmosphere of relaxation and a flavor of entertainment. Informal study groups and creative art groups help to establish a bond of good fellowship that facilitates group work on school problems. Stimulating discussions and cultural pursuits of teachers give new life to their classroom teaching. Through the faculty clubs there are opportunities for interesting contacts with members of other professional and community groups. New teachers are made to feel a part of the school system. Inexperienced teachers gain confidence in themselves in human relations.

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Professional loyalty is strengthened. Democratic administration is facilitated.

Desirable Outcomes

To establish good fellowship among faculty members.

To provide congenial social situations.

To improve interpersonal relationships for more effective work on mutual problems and endeavors.

To aid all teachers, and particularly new and inexperienced teachers, to become adjusted as individuals and as teachers.

To exchange experiences that enlarge knowledge about child growth and teaching aids.

To stimulate individual and group professional progress.

To develop *esprit de corps*.

Popular Names

Horace Mann, John Dewey, Pedagogues, Charm School, Culture, Profs, Faculty.

Suggested Activities

Teachers must know each other socially as well as professionally. Have a picnic, wiener roast, or watermelon feed for new members. Eat at a variety of places together—Near Eastern restaurants, Chinese food, French cuisine, homes, hotels. Hike regularly to places of interest, and bicycle occasionally. Participate in active sports—swimming, tennis, horseback riding. Attend concerts and the theater. Coffee hours are increasingly popular for relaxing before meetings.

New teachers need orientation and old teachers need re-

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freshers. Take a guided tour of the city or the locale to become better oriented. Go into the mountains, the desert, the forest, afoot, on horseback, or by automobile, to spend the day absorbing information usable in class work and beneficial to self. A faculty camping trip before school opens in the fall could be combined with pre-opening planning.

Deliberately concentrate on broadening personal cultural background and on lifting the level of the community. Conduct discussions not on professional education topics alone, but on science, politics, art. Have a variety of meetings or concentrate on music or the coming election. Have travelogues by members or invited guests. Engage in hobby crafts.

Organize a faculty reading circle. Provide a professional library. Read and report on professional books and articles so that a great body of information may be shared without everyone trying to do the impossible task of "keeping up" on professional reading. The same reading circle might report at alternate meetings or at each meeting on current fiction.

Public relations can be improved by letting the public become better acquainted with the teachers. Present a faculty play. Present radio interviews which delineate teachers' interests and accomplishments. Have regular or periodic musicales. Have a faculty recital. Exhibit faculty art. Show the crafts and hobbies of teachers. Display articles and books produced by the teachers.

There are many organizational forms for a total intermingling of the faculty of one school or of a system. All teachers are familiar with departmental, grade level, curriculum, workshop, full faculty, and system-wide meetings. There is no doubt that these meetings can be improved. Discussions and lectures need to be better planned and more vital. The place

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of meetings should vary. The time of meetings should not be altogether the time of lowest vitality of the teachers if full benefit is to be derived. Voluntary meetings on challenging topics may prove worth trying. Practical meetings for "shop talk" are helpful to many.

Professional activities of teachers are designed to improve the individual and the instructional program of the school. The problems should be real ones. The faculty can consider plans for a new school building of functional design. It can make a study of rural problems or urban problems as they affect the school. Teachers may want to plan for maximum use of audio-visual aids. The study of such subjects as: health in the classroom, lighting, assemblies, recreation, school-community relations, and press relationships is worth while. Planning for improved public relations is a valuable subject. Some teachers may want to explore the educational possibilities of student trips. Others may wish to determine whether spiritual values permeate the curriculum.

Make a comprehensive study of the bulletin board as an educational tool. View its uses for teachers as well as for students. Discuss the uses of the student bulletin board for decoration, incentive, publicity, information. Study artistic layout and advertising techniques applicable to bulletin boards. Determine the differentiation of purposes between the homeroom and the corridor bulletin boards, between the classroom and homeroom bulletin boards. Explore new ways to utilize the bulletin board for educational purposes. Suggest some basic ideas appropriate for certain months, weeks, holidays, campaigns, and so on. Investigate the possibility of continuity for the main bulletin board; of coordination of main and homeroom, class and department bulletin boards. Assign responsibility for particular dates.

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View the teacher's bulletin board from administrative and supervisory aspects. Show how it can be an efficient device for accomplishing many details of management. Show how it can be a subtle instrument of in-service training. Determine how the bulletin board might implement cultural and personal improvement of individuals and group.

Plan an interesting series of exhibits in the display case of the main corridor. They may be related to class work, departmental interests, loans from museums, student interests, faculty hobbies. The display cases may be in conjunction with the bulletin board or entirely separate from it.

Meetings are not the only means to professional improvement. Intervisitation within a school system and between school systems is of considerable value to a teacher. Excursions to industries having relation to the curriculum helps teachers to keep out of a rut, by keeping them aware of new developments in equipment and processes which require changed methods of teaching. Summer work experience in industry may be arranged to give the teacher new perspective. Guided tours to acquaint teachers with community resources are valuable. Attendance at summer conservation camps is good. The faculty club can carry out such plans as these.

FOR FURTHER READING

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Bulletin Boards at Work, (film) Wayne University, Detroit.
Davis, Hazel, Ed., *American School Buildings*, American Association of School Administrators, NEA, Washington, D. C., 1949.
Ethics for Teachers, (Personal Growth Leaflet), National Education Association, Washington, D. C.
Fattu, N. A. and Blain, B. B. *Selected Films for Teacher Education*, Division of Adult Education, State University, Bloomington, Indiana, 1950.

ADDITIONAL SOURCES OF INFORMATION

National Education Association, 1201 16th St., N.W., Washington, D. C.

FOREIGN LANGUAGE CLUBS

The study of foreign language has greater motivation today than ever before. Foreign travel is within the reach of modest incomes. Many student exchange plans are in operation at both high school and college level. Educators as well as students from abroad visit many American schools and converse with the students. Low cost student tours of foreign lands, sponsored by reliable agencies, have become popular. Classes travel to neighboring countries. Planned educational experiences of summer living abroad in native homes are being tried. Fellowships are offered for study abroad. Military service is likely to take boys and girls into foreign territory.

There has been an influx of foreign language films to the United States, which can be enjoyed fully only if the language is understood. Short wave radio programs from other countries are easily received in the homes of young people. Foreign-language printed materials are available in increasing quantity. Interest in friendly international correspondence is high.

Vocational opportunities for those proficient in a foreign tongue are broadening. There are opportunities for linguists in government, aviation, industry, commerce, and science.

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While interest in international relations is strong, the time for the study of modern languages is at hand. The foreign language club can extend the offerings of the curriculum for those students already enrolled in foreign language classes. It can also provide opportunities for those whose programs do not include a language.

Schools are making use of exchange students and young people who have come from foreign countries in the language program. A foreign language is learned easily by junior high school students. Some schools are very successfully using parents to sponsor foreign language clubs when there is not a course offered in the school. (*See also Travel Clubs.*)

Desirable Outcomes

To furnish a cultural background.

To supply a practical tool of communication.

To advance an appreciation of other cultures, past and present.

To further the understanding of the origin and dynamic quality of the native tongue.

To open passageways to lingual vocations.

To arouse interest in travel.

Popular Names

Les Enfants, Le Souvenir, Le Cercle Français; Goethe, Der Deutsche Verein; Circulo Italiano, Olympian, Roman Consuls, Classical League; El Repaso, Sombrero, Conquistadors, Dons, Don Juans; Svithiod; Gung Ho; Polyglots.

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Suggested Activities

HEARING THE LANGUAGE

Usually language clubs are formed to supplement classroom activities of the academic curriculum, but often a group is organized to learn a language not taught in the school. Most frequently a faculty member is adviser of the group, but occasionally a college professor (of Greek, for example) or a local citizen proficient in a modern language (Swedish, for instance) becomes the leader. If there is neither teacher nor townsman to teach a group the language it wishes to study, Linguaphone records make a good substitute.

Whether the language is one of the ancient or one of the modern languages, the culture of the people is an important part of the group's work. Reading is the foundation of the understanding of various cultures, so a library and reading lists ought to be available.

Visiting foreign sections of cities—Chinatown in San Francisco, the French Quarter in New Orleans, Little Italy in New York, Olvera Street in Los Angeles—imparts a flavor to the study of the culture of a people. Such visits may be field trips or they may be extended excursions during the spring holidays. Trips into French Canada, Mexico, or Cuba are memorable experiences for club members.

If projects of this scope are not possible, there are others of less complexity to give practice in conversation. Eating at a Mexican restaurant, attending a French film, visiting the Portuguese consulate, visiting a German market, going aboard a Danish cargo vessel—all are possible within certain areas.

It is necessary for many groups to rely upon recordings,

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travel films, correspondence, and foreign language newspapers for bringing modern languages to life.

USING THE LANGUAGE

Popular projects which acquaint the student with both the language and customs are folk dancing, cookery, games, music, songs, jokes, exhibits of souvenirs, and models. Other activities liked by language clubs are map making, crossword puzzle construction, the making of Valentines, soap sculpture, sketching, and dressing dolls. These projects involve listening, reading, writing, and speaking in whatever language is being studied.

Ambitious language groups undertake more extensive activities. French groups dramatize "salon de coiffure" where fashions, politics, and sports are discussed; or a passage from the novel *Les Misérables* by Victor Hugo. French club members announce a fashion show presented by the sewing classes; hold devotional services in French; establish a French table in the lunchroom for practice in conversation. A German club publishes a newspaper in the German language, writes original verse in German, sings Wagnerian opera arias, and presents choric reading for an assembly program. Italian groups stage induction ceremonies for members in the Italian language and present radio programs of many kinds—skits, commercials, music, talks. Latin clubs have parties in the ancient Roman style, do tabletop photography of models of famous architecture and Roman warfare. Spanish clubs love fiestas, storytelling, dramatization of favorite fairy tales, silvercraft, making of the flags of the Americas, translating the comics, and sending scrapbooks South of the Border. Other language groups "adopt" war orphans, correspond with them,

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and send them packages; collect and send books, food, and clothing to Displaced Persons camps in Europe; assist in interpreting at the community center; study national contributions to American life. The activities suggested for each language group need not be restricted to that group; they are adaptable and may be used successfully by many other language groups.

JOINT PROJECTS

Language clubs give solidarity to the activities program and arouse interest in the academic curriculum by joint projects. Careful coordination brings about valuable experiences in such activities as these: the celebration of birthdays of Vergil, Goethe, Manzoni, and others of the same national origins as the languages studied; a study of the beginnings of the English language, word derivations, and common sayings; a visit to United Nations headquarters; a linguists' banquet.

Language clubs often accept responsibility jointly for the Christmas assembly or the public Christmas program. There are many choices. Present an all-musical program of carols of foreign lands in native tongues. Produce a pageant showing glimpses of Christmas celebrations in many countries. Enact the same Christmas story in several languages. Tell Christmas legends such as those of the spider and of the Christmas rose in different languages. Dramatize several different stories with Christmas themes. Pantomime Christmas customs with narration in the appropriate tongue. Read Biblical excerpts or Yuletide poetry in several languages. If the joint language council prefers, have a varied program employing several of these possibilities.

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Hold a mock session of the United Nations. The speeches made in several languages can be translated into English for the audience.

AUDIO-VISUAL ACTIVITIES

Visual education is important in the club's study of a foreign language. A file of travel literature and pictures is a valuable asset. Pictures and words are associated. Conversation about the illustrations is natural. At the Presidio in San Francisco, where Army personnel learn languages for military usage, sand table models of native scenes are used. The models not only hasten the process of learning the language but also enrich the students' knowledge of foreign lands.

A foreign language club ought to invite exchange students from other countries to speak about their native customs. There are some at nearly every university. If the group has a high degree of facility with the language, the guest could be invited to speak in his native tongue.

The language club may wish to sponsor a series of lectures on the history, geography, social customs, and economic condition of the countries where Spanish or some other language is spoken. Perhaps a professor of a nearby college would consent to give the lectures. The club may like to open the meetings to other interested students. Films could be used to supplement the lectures.

Practice in using the language in natural situations is more possible for a club than it is for a class. A club can visit places where the language is spoken. Students can mingle with people at a fiesta, converse with tradesmen, attend church services, and go to the opera to speak and hear the language.

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Community sings in a foreign language are enjoyable experiences. Students would benefit from visits to homes in which a foreign language is spoken.

It is possible for foreign language clubs to have short-wave listening posts for radio communications with amateurs. Foreign broadcasts and rebroadcasts could be tuned in.

Recordings of conversation among adults in their native tongues and between a student and an adult in the language being studied are sometimes possible. This gives club members an opportunity to hear the language spoken by a native and to criticize his own pronunciation. The tape or wire recording could be made in a home where the language is spoken.

Club members may write and produce foreign language dialogues as mock broadcasts or as puppet shows. World news could be translated into another language.

Reading scripts, stories, or poetry orally provides an audience situation that helps with expression and interpretation.

Regularly posting "word origins" on a bulletin board is good publicity for the language club. Use the word *sabotage*, for example. Trace its French origin and give its present meaning. Make an interesting display in poster form, illustrating the connection between the *wooden shoe* and *destruction*.

VOCATIONAL USE OF THE LANGUAGE

The study of shorthand in the Spanish language would interest some students. The sponsor might dictate informative material about the Americas. This sort of group could ask representatives of industries with interests in Latin America to speak about vocational opportunities there. The members

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could gather Civil Service and State Department information about government positions with foreign language requirements. Students should become acquainted with the language offerings of colleges and special language schools.

SOCIAL WORK AMONG MIGRANT WORKERS

The foreign language club, particularly the Spanish group in some regions of the United States, seems confronted with a challenge to which it can hardly turn a deaf ear—that of doing social work among the migrant workers. Living conditions are poor and the children grow in deplorable conditions. The illiteracy rate among the migrant workers is high.

The U. S. Department of Labor reported in 1952 that 180,000 youth under the age of sixteen had received wages as agricultural workers prior to the amendment to the Fair Labor Standards Act of 1950. This Federal law provided a minimum sixteen-year age limit for work during school hours. It covered farmers whose products either directly or indirectly entered the channels of interstate commerce. Yet, in 1951, investigations found 3465 children illegally at work. In addition, thousands of others, not covered by the statute, work on the farms of their parents without pay and fail to get an education.

Some of these underprivileged children and young people can be helped by the Spanish club. Students could distribute and interpret literature made available by the Department of Labor. The students should give cordial invitations to the families, and especially to the young people, to attend school and to participate in community activities. Much of the conversation will need to be carried on in Spanish.

The club could plan a program of services for the migrant

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families. A clothing drive is one of the first necessities. Provision for day nurseries or after-school care of small children is often advisable. Health services are needed, and students can assist the doctors and nurses at the clinic. Supplying materials for use at school by the children of migrant workers is a problem. Recreation for the young people sometimes helps to lay the foundation for other services. Tutoring those who come to school and those who do not is another avenue of service which is mutually beneficial. Offer special services such as scheduling a tour of the city for the teen-agers, playing games with the ten-year-olds on Saturdays, or giving a Christmas party (with refreshments and stuffed animal toys as gifts) for those of primary age. Club members will be rewarded with a greater fluency in Spanish and the satisfaction of having helped others, whom they have begun to understand. Such a plan is not restricted to agricultural areas where migrants work in the fruit orchards or the beet fields. Neither is it limited to the Spanish language. The project can be used in the densely populated industrial areas where nationalities form islands where Italian or other foreign languages are spoken.

TEACHING CHILDREN A FOREIGN LANGUAGE

Advanced students who achieve an excellence in a language could teach the language to an elementary school child. Several cities have introduced foreign languages into the curriculum of the lower grades, because it has been established that young children learn a language quickly.

FOR FURTHER READING

Berlitz Self Teacher Series (German, Italian, Russian, Spanish), Grosset.
Decca Modern Language Courses in Brazilian-Portuguese, French, Italian,

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- and Spanish, (Records, Grammars, and Readers), American Book Co.
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American Association of Teachers of French, Julian Harris, Department of French, Bascom Hall, University of Wisconsin, Madison.
American Association of Teachers of German, Emma Birkmier, University High School, Minneapolis, Minn.
American Association of Teachers of Italian, Joseph Rossi, Bascom Hall, University of Wisconsin, Madison, Wis.
American Association of Teachers of Slavic and East European Languages, Box 326, W. W. Langebartel, Temple University, Philadelphia, Pa.
American Association of Teachers of Spanish and Portuguese, Lawrence B. Kiddle, Department of Romance Languages, University of Michigan, Ann Arbor.
American-Scandinavian Foundation, 127 E. 73 Street, New York, N. Y.
Association for the Promotion of the Study of Latin, Elizabeth, New Jersey.
Modern Language Association of America, 100 Washington Square, East, New York, N. Y.
National Federation of Modern Language Teachers Associations, George Washington University, Washington 6, D. C.
Regional Associations: See PMLA, April 1951, pp. 315-319.
(For latest addresses see Part IV of the United States Office of Education Directory of Education Associations or Patterson's Educational Directory.)

GRADUATE CLUBS

To attain longevity and to be recognized as a vital force in the life of the school and the community, the alumni association must do more than to gather annually for the Thanksgiving Day football game, pleasant as that may be. The group must do more than raise funds for a new building, task though that is. The alumni group must do more than bring school spirit to an unduly high pitch with rallies and Homecoming. Graduates should maintain their interest, their contacts with each other and the community, and their loyalty, but there are many more constructive things which can be done quietly and unobtrusively to help the school. Find ways in which the graduate's experience can be drawn upon to improve the school, the community, and school-community relations.

Desirable Outcomes

To maintain contacts with classmates and school and community.

To preserve school traditions and build true school spirit.

To improve the school plant and curriculum.

Popular Names

Alumni groups usually use the year of graduation, the name of a distinguished graduate of the school, or the name of an honored teacher as the name of their organizations.

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Suggested Activities

FELLOWSHIP

Annual or more frequent social occasions such as dances and banquets are popular among both unorganized and organized groups. Sometimes fellowship cuts across class lines, but often it is confined to a single graduating class. A newsletter is a favorite way of maintaining contact, particularly when an alumni office has been established. Occasionally such a newsletter is accomplished on a voluntary basis for members of one graduating class which organizes temporarily every five or ten years for this purpose.

CONTINUED INTEREST IN THE SCHOOL

Alumni groups should not limit their attendance at school functions to athletic events. The alumni association can be a powerful factor in community support of musical, dramatic, and other presentations and activities of the school. Broadcast time might be reserved for distinguished alumni to talk about vocations and colleges for the benefit of upperclassmen. Such a program in one place is called "Time for Teens." Alumni members ought also to make themselves available for assemblies, career days, and college days when called upon.

HOMECOMING

Homecoming arrangements fall largely upon the shoulders of students currently enrolled in the high school and are subject to the approval of the principal, although many of the plans are made jointly with alumni committees.

The schedule for homecoming day might look something

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like this, which embodies common features of such celebrations:

- 8:00 A.M.—Breakfast for women graduates of all classes.
- 9:00-10:30 A.M.—Tour of school for visiting alumni.
- 10:30-12:00 A.M.—Tour of city for visiting alumni.
- 12:00-1:00 P.M.—Luncheon for men graduates of all classes.
- 1:00-2:00 P.M.—Parade. (Each organization of the school enters a float to compete for a prize.)
- 2:00-2:30 P.M.—Pep Rally with cheers of today and yesterday.
- 2:30-3:00 P.M.—Coronation of Homecoming Queen.
- 3:00-5:00 P.M.—Football game with traditional rival.
- 5:00-6:00 P.M.—Friendship Circle or Coffee Hour (with movies of the school, photograph albums, feature articles, music, recordings of past graduation speeches, greetings from afar, etc.)
- 6:00-8:00 P.M.—Jubilee Banquet (with classes seated together, distinguished graduates honored, spirited speeches, old teachers honored, etc.)
- 8:00-9:00 P.M.—Displays of school organizations (Pep Club shows a miniature football field; the library exhibits books on sports with past and present uniforms, etc.)
- 9:00-12:00 P.M.—Dancing.

SCHOLARSHIPS

One of the finest things an alumni association can do is to provide one or more scholarships for deserving seniors every year. This outline may help in establishing sound principles of administration.

Memorial Scholarship presented by the Central Alumni Association

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The Central Alumni Association is offering a scholarship to a senior of the graduating class of Central High School under the following terms and conditions:

Purpose: The purpose of the scholarship is to encourage worthy students to continue their education in institutions of higher education.

Value: Each scholarship has a value of \$100.

Number: Three scholarships will be offered annually.

Qualifications: The candidates must be members of high scholastic rank, good moral character, health, leadership, and service to school and community.

Institution: Candidates may select any accredited college or university.

Selection: The scholarships will be awarded on the recommendation of the majority of the committee consisting of the principal of the high school, the president of the alumni association, the president of the PTA. Alternates will be selected and ranked for scholarships not used before November 1 of the year of the award.

Payment: Payment by check will be made directly to the college upon acceptance of the candidate's application. Payment is to be applied to tuition only.

Application: Application forms are obtainable from the principal of the high school. All applications must be filed with the president of the alumni association by April 1 of each year.

Notification: Announcement of the scholarship award will be made on the May 1 Recognition Day program.

Effective Date: The alumni scholarship shall be effective annually from the date of establishment unless the school is duly notified by March 1 of any year.

Instructions: This blank must be filled out and filed with the president of the alumni association by April 1. Information contained herein will be held in strict confidence.

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Name

Address

Parentage

Father

Mother

Name

Age

Occupation

Education

Living, deceased, divorced

Guardian

Do you live with your parents? If not, with whom?

How many brothers and sisters? Their ages?

Your physical condition

College of your choice

Course you plan to study

Values you expect from college

Do you intend to work while at college? Will it be necessary?

How much can your parents give you for college? How much have you earned?

What activities did you participate in during high school years?

Do you belong to organizations outside of school? Which ones?

What offices have you held in school organizations? Community groups?

List your most striking handicaps.

What are your best assets?

Give three references, one of which may be a teacher.

Attach a picture.

Signature

Parent's signature

Principal's signature

SURVEY

Conduct a survey of graduates to determine the strengths and weaknesses of the curricular offerings of the school, in

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the light of the educational and work experience of graduates.

FOR FURTHER READING

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ADDITIONAL SOURCES OF INFORMATION

National School Public Relations Association, National Education Association, 1201 16th St., N.W., Washington 6, D. C.

HEALTH CLUBS

An after-school program of physical fitness attracts most students. Health activities should be planned especially for the students not engaged in interscholastic and intramural sports. Special attention should be given individual and group needs for remedial work. Although the emphasis is likely to be on an active program of sports and games, there should be provision for developing spectator appreciation, serving the school in duties related to the sports program, and arousing interest in individual sports that will have continuing appeal during adulthood. Outdoor education, including camping, should be a part of the health program.

Boys of high school age are interested in body building activities. Girls' interests are focused upon health practices which improve their appearance. Enthusiasm for understanding the relation between science and health is high during high school years. There is readiness on the part of both boys and girls at senior high school age to accept responsibility for public health as well as for individual health. Character building traits can be emphasized at the junior high school level, the period of hero worship, by means of reading and discussing biographies of leaders in sports. The social values derived from pleasant association in health activities are of especial concern to senior high school students.

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Desirable Outcomes

- To spur participation in healthful physical activities.
- To inspire corrective practices in posture, diet, and rest.
- To emphasize the value of outdoor living for health.
- To impel a feeling of personal and social responsibility for constructive health programs in the community.
- To sustain an active interest in sports.
- To maintain an interest in and to give bases for a more thorough understanding of sports from the spectator standpoint.
- To inculcate qualities such as sportsmanship, endurance, and perseverance.

Popular Names

Equestriennes, Saddle, Spurs, Whirlo, Regatta, Mermaids, Mermen, Dolphin, Aquatic, Musclemen, Winter Sports, Jivenastics, Ringers, Flashing Blades, Sharks, Boots and Saddles, Sportettes, Amazons, Raqueteers, Aquadettes, Spartanettes, Spartans, Finmen.

Suggested Activities

SPECTATOR AND SERVICE

Many students are quite content to be on the sidelines in physical activities or are unable to participate actively in the sports program. Vicarious interest may be provided for them through directed reading in the field of sports—history, biography, team records. Others may participate by rendering service. According to their interests and abilities, lead them to (1) prepare, in season, a concise explanation of the game,

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the signals of the referee, and the customs of spectators; (2) manage the intramural sports program of the school in football, basketball, and baseball; (3) hold a play day for the classes, the schools of the city, or the surrounding rural schools, to engage in varied competitive sports, track events, and old-fashioned games; (4) plan a field day for friendly rivalry among high schools of the city or for rural schools of the area.

TEAM SPORTS

Team sports appeal to the adolescent. Each school's locale, facilities, and customs will determine the number and kind of physical activities provided outside the regular curriculum. Several sports requiring a small number of players and sports which are more often extracurricular than curricular are cited below. (1) Get a shell and form a rowing crew. Learn proper form. Enter local competitions. Have a regatta. (2) Learn to play tennis—singles and doubles. Impart the fine points of the game to the student body or to the spectators. Attend exhibitions and matches. Hold exhibitions and matches. (3) Engage in snow sports and games. Encourage non-members to participate. Teach small children to enjoy the snow. (4) Pitch horseshoes. Improve technique. Have individual and team competitions. (5) Form field hockey teams for after-school and Saturday excitement. (6) Institute games which are new to your school—speedball, ice hockey, touch football, six man football, soccer, shuffleboard, ping pong. (7) Promote badminton as a sport. Improve the form of players. Hold a clinic under an expert. Learn doubles. Have a tourney. Stage exhibitions. (8) Have boxing exhibitions. Explain the fine points to the spectators. (9) Learn the art of

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fencing. Demonstrate the movements in an assembly. Stage exhibition matches. (10) Do tumbling. Progress from simple mat work to pyramids and thence to trampoline acts. Include acrobatic dancing. Put on shows for assemblies. (11) Form a group of gymnastics enthusiasts to work out on apparatus, present an assembly, perform for the public. (12) Do gymnastics and calisthenics to jive.

INDIVIDUAL SPORTS

Some sports are too strenuous and require too many participants to be carried into adult life. Provision should be made, insofar as possible, to introduce students to a number of varied individual sports, in which a continuing interest may be maintained. (1) Set a regular night for roller skating. Learn to dance on skates. (2) Learn to row a boat and paddle a canoe. Race. Take short trips. Have a regatta. (3) Learn to sail a boat. Learn tactics and rules. Hold a regatta. (4) Learn to ice skate. Learn figure skating. Have an ice carnival. Attend ice shows. (5) Learn to ski. Provide for regular trips on Saturdays. Learn to care for and make equipment. See films on technique. Hold a ski meet. (6) Learn to swim. Learn the principles of water safety. Learn life saving. Learn to dive. Stage exhibitions and competitions. Present a water show with the aid of music, speech, and dance groups. Engage in related amusements such as sketching, collecting, and reading. (7) Form an archery group. Practice both indoors and outdoors. Have a tournament. Make equipment for personal use. (8) Organize a bowling league among school clubs. Learn proper form. Enjoy spirited team competition. (9) Hike to places of scenic or historic interest. (10) Climb nearby hills and mountains. (11) Learn to fish scientifically. Listen to a mem-

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ber of the Game Commission speak on conservation of wild life. Destroy predators of game fish. Decorate the meeting room or a room at home to express interest in fishing. (12) Acquire the technique of weight lifting. Present demonstrations. (13) Show educational films on horsemanship. Take a trip to see the governor's horse guard, the mounted police, or well-known stables. Schedule rides into the surrounding territory together, partaking of good food and enjoying nature. Do directed reading on riding styles. Listen to lectures on the mechanics of the horse's movement and the rider's motion in relation to it. See horse shows and observe gaits and types and breeds of horses. Practice mounting, adjusting girth and stirrups. Make a special study of the effect of the hands. Have a horse show exhibiting horsemanship and style. Give some time to jumping. Learn proper attire.

EXHIBITION

Various physical education groups may work together toward a May Fete. If each club individually prepares a section based upon the central theme, a pleasing whole will be achieved with a minimum of carefully coordinated rehearsals. Such a theme as *Olympics* would serve as a vehicle for exhibition games and sports. *Fiesta* would provide a setting for colorful calisthenics and dancing. *Circus* would afford opportunity for pageantry, riding, juggling, and gymnastics.

INDIVIDUAL HEALTH

Boys and girls will be more willing to observe rules for good health if they feel that good health habits improve their physique and appearance. Study, demonstration, experimentation, construction of models, and discussion of the effect of

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diet, rest, and exercise are impressive. Work with the director of the school cafeteria to provide nutritional meals for the students emphasizes the necessity for a balanced diet. A trip to observe the work of a dietician at a hospital or a hotel points up the scientific aspects of good nutrition. Lectures by doctors and dentists underline individual responsibility for maintenance of health. Visits to health exhibits and museums satisfy to some degree the questions of students concerning body functions.

PUBLIC HEALTH

Capitalize upon the desire of young people to be of service to others in developing a concept of responsibility for public health. Participation in fund-raising campaigns for research in prevalent diseases may be an opening wedge to the study of scientific research for the prevention of disease. Study of the biographies of scientists who have made significant contributions to public health highlight prevention of disease. The work of the United States Institutes of Health, the Pure Food and Drug Administration, and the state and local bureaus of health should be known by all students. The accomplishments and projects of the World Health Organization of the United Nations ought to be familiar to all pupils.

OUTDOOR EDUCATION

Camping experiences during the school year or during the summer are more easily planned if the city or county school system has a camp site and a staff of camp counselors. However, facilities are sometimes loaned by men's service clubs or provided by women's organizations. Conservation departments of some state governments offer opportunities in outdoor ex-

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periences for a limited number of students each year. Local recreation departments offer short camping experiences. Students can be encouraged to participate in the Red Cross foreign language camp, the music and dance camp at Interlochen (Michigan), drama and music camps such as the one on Cape Cod, state festivals in music, college sponsored art and writing camps, agriculture conferences or other meetings such as those at Jackson's Mill (West Virginia), and leadership camps such as the one held annually at a mountain lodge near Denver. Outdoor living in a camp setting with guided experiences is inspiring and beneficial to students in both health and social behavior. Health and outdoor education in science are easily combined. Short expeditions, overnight camps, cook-outs, hikes, and barge trips are but a small number of outdoor experiences in which health can be emphasized.

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Thatcher, J. R. *Purposeful Enjoyment*, Arnold, 1949.

ADDITIONAL SOURCES OF INFORMATION

- American Association for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington 6, D. C.
American Dental Association, Council on Dental Education, 222 E. Superior St., Chicago, Ill.
American Medical Association, Council on Medical Education, 535 N. Dearborn St., Chicago, Ill.
National Federation of State High School Athletic Associations, 7 S. Dearborn St., Chicago, Ill.
National Health Council, 1790 Broadway, New York 19, N. Y.
National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.
National Recreation Association, 315 Fourth Ave., New York, N. Y.
Pioneer Youth of America, 145 Astor Pl., New York 3, N. Y. (camping for health, sponsored by labor unions)

HOBBY CLUBS

A hobby gives status to the individual whose academic achievements may be limited as well as to the person who has special aptitudes and interests. A hobby offers recreation and rounded development to the intellectual student. A sharing of mutual interests forms bonds of companionship among students and brings the community and school closer together. Hobbying can be a springboard for guidance. It is essential that the teacher make the first attempt at a hobby a satisfying and pleasant experience for the student. It is equally important that there be progression in a hobby, that is, the youngster should be led from a simple attempt to increased interest, understanding, and skill. (See also Art, Craft, Creative Writing, Health, Homemaking, Library, Music, Science, and Travel Clubs.)

Desirable Outcomes

- To foster diversified interests as a mental hygiene measure.
- To open doors to varied leisure time activities.
- To animate social interaction, especially for the quiet student.
- To ripen community-school and adult-youth relationships.
- To place an aura of distinction about the non-aggressive student with unusual interests.

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To point up vocational potentialities of hobbies.

To capture the art of entertaining one's self.

Popular Names

Chefs, Shutterbugs, Kodakers, Puppeteers, Philatelists, Numismatists, Piscatorian, Modelaires, Sportsmen, Anglers, Sleuths, Fanciers, Miniaturists, Curators, Nimrods, Dark-room Demons, Click Clique, Klick, Rod and Reel, Lens and Shutter, Rod and Gun, Green Thumbs.

Suggested Activities

The possibilities for hobby enthusiasts are so boundless that typical suggestions are made under topics with which hobbyists are acquainted. Planning a year's program is a matter of selection. Separate clubs may be formed for each category. A club may ride one hobby horse only or sample projects from several categories; or members within a single club may be allowed to pursue their individual hobbies. Usually teachers can be found who are able to give leadership for a particular hobby. A teacher in a position of responsibility for developing an unfamiliar hobby should not hesitate to call upon other staff members and townspeople for aid. As a culminating activity, the club or clubs will want to have a hobby show. (See also Crafts.)

ANIMALS, FISH AND BIRDS

Some students will be interested in wildlife. They should study nature by means of field excursions, films, and books. They can learn to identify tracks of birds and animals and the songs and sounds of common species. They can learn the

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habits of fish with which nearby streams are stocked. Speakers may be invited to describe the nesting habits of waterfowl and to differentiate among the waterfowl of native lake country. Some students may wish to learn taxidermy. Others may want to know hunting and fishing laws and the proper use of firearms and fishing tackle. Some will want to engage in related activities like painting or making flies. All should study conservation.

Pets will interest some members. Scientific care of dogs and cats will prove interesting to them. Grooming animals for show purposes will interest others. A pet show is the logical conclusion of the year's work.

An active program of raising animals and birds appeals to many. Raise canaries and enter them in local shows. Raise homing, racing, tumbling, or other types of pigeons and show them. Start an aquarium. Raise chinchillas as individual projects to finance college education or as a group project to establish a scholarship grant or loan fund.

COLLECTIONS

(1) In connection with collecting coins, attend and hold coin auctions. Study pamphlets on the production and history of coins. Read news related to coin collecting. Attend lectures and coin exhibits at museums, libraries, and adult clubs. Tour a silver, gold, or copper mine. Visit a Federal Reserve Bank, the counterfeit section of the FBI, a United States mint. Learn monetary exchange values and listen to a banker or travel agent or an economist tell about the problems of international exchange. (2) Stamp collectors like to trade stamps, listen to lectures on stamps, read and discuss stamp news, attend stamp exhibits, display stamp albums. If at all possible,

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the group would enjoy a trip to the Bureau of Engraving. (3) Those who collect leaf, seed, and wild flower specimens should learn proper methods of mounting. Those who collect rocks should learn how to identify and classify and catalogue the specimens. Collectors of seaweed, seashells, butterflies, etc., should also learn the scientific approach to their hobbies. All these collectors will be interested in learning how to show specimens in their natural habitats. They might work jointly with the collectors of birds and small animals in establishing a museum for the school, using modern museum methods of exhibiting specimens.

FLOWERS AND VEGETABLES

For those students interested in caring for flowers at home or in raising prize flowers, a flower show is the natural project to follow a study of scientific gardening. The flower show may be a miscellaneous one or it may be limited to the specialty of the group—dahlia, hyacinth, camellia, rose, etc. The show may be confined to student exhibits or adults may be invited to enter exhibits. Students may do the judging or adults of the local Garden Club may do the judging.

The group could start a hothouse for the school and raise flowers for special occasions such as faculty birthdays, the prom, etc. At home or at school members may prefer to undertake novelty projects such as dish gardens, miniature gardens, cactus gardens, herb gardens, bulb gardens, or orchids.

Some may be interested in arranging flowers rather than in raising them. They can make corsages for holidays and special occasions, make wreaths for the holidays, and arrange flowers for all occasions. They can work with wild flowers,

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cultivated flowers, hothouse flowers, stemless flowers, leaves, grasses, berries, and combinations of all these. They should prepare flower arrangements for all school occasions, for classrooms, for the cafeteria, for the stage, for community affairs, for students or teachers in hospitals. All flower arranging should be preceded by a study of the principles of flower arrangement. New ideas should be gathered continually as the students practice.

Vegetable gardening attracts both boys and girls. A contest may be held to determine the best garden of the season. A campaign may be staged to encourage all students of the school to improve the appearance of their back yards at home. Some will want to experiment with cross pollination, artificial pollination, fertilizer, or grafting. Some will want to keep records of growth of two tomato plants treated in different ways. Others will be interested in hydroponic gardening.

MODELS

Building model ships, planes, trains, automobiles, and houses is sure to attract boys. Exhibits of the models, visits to airports, glider contests, midget auto races, and so on, are common related activities.

PHOTOGRAPHY

Photography clubs commonly experiment with several types of photography or select one type for specialization. Members like to try trick photography, indoor photography, tabletop photography, photograms, portraiture, color photography. They must learn flash bulb techniques, proper placement of lighting, suitable textures, favored colors, distances. They should learn enlarging, tinting, and cropping. They

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should know the principles of composition and selection. They should know about the use of filters and time exposures. The group might establish a darkroom to learn developing techniques. (*See also Science Clubs.*) Candid shots, news shots, and posed shots should be part of the work. The group might take pictures for the school paper and the yearbook, Christmas cards, and as a student service. Prints of the group's best work can be exhibited in salon style in a local theater lobby. Some work in certain classifications can be entered in photography contests. The club may hold a school-wide contest of snapshots and act as a board of judges for practice in analysis and criticism. The group may keep a candid camera album. A prize may be offered for the best news shot of the year. Each member may be assigned to a specific photographic post so that the school life front is covered: football games, bookstore, recreation center, dramatics. Recognition may be given also for the best action picture of the year. The group may spend a meeting on photographing still life or a construction project.

A photographic scavenger hunt is fun. One roll of film is allowed each student. Each hiker snaps eight given subjects within a limited area of a park or city. Results are criticized and judged at later meetings. Rolls of film are given as prizes. (*See also Devotional and Philosophical Clubs.*)

Movie camera enthusiasts should make a film of school life. Cover the operetta, the senior play, field day, the May fete, the folk festival, the homecoming football game. Show the film for an assembly. (*See also Class Organizations.*)

PUPPETRY

Make puppets of various eras—Prehistoric, Victorian, Gay Nineties, Roaring Twenties. Make animals, story book char-

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acters. Make personifications of abstract qualities liked Greed and Jealousy. Originate scripts and adapt well-known stories for productions. Present the puppet plays for other clubs, assembly, and lower grades.

SPORTSMEN

Young fishermen should practice casting, perfecting their technique by using colored discs in a quiet pool. They should watch demonstrations of many types of fishing. The collecting and mounting of flies for types of fish common in the area or in the area of a future vacation is usually liked. Some groups have been able to obtain a surplus boat for use on fishing trips and others maintain a lodge in the mountains.

Teen-age hunters should first learn the rules of the field, safety precautions, game laws, and the concept of conservation. They should be familiar with the hunting maps of the state.

HOBBY SHOW

Instead of having a conventional hobby show, a mass of exhibits and demonstrations, fascinating though that usually is, try something different this time. Let your arrangement hinge on more classified and better organized plans based on three things: adult participation, student participation, and book display. Emphasize comparison of past and present interests in a field and encourage reading by hobbyists and non-hobbyists alike. Group the three related parts together. Arrange the total show so that similar hobbies are in the same area. Feature lost arts like quilt patching and new experiments like jet engines separately yet in juxtaposition to show the great changes in the interests during one or two generations. Such a hobby show will pay dividends in school-community

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relations, in parent-student relations, in individual recognition, in managerial ability, and in clear thinking.

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Association of American Railroads, Transportation Bldg., Washington, D. C.
Eastman Kodak Company, Rochester, New York.
Izaak Walton League of America, 31 N. State St., Chicago, Ill.
National Aeronautic Association, Air Youth Division, 1025 Conn. Ave., N.W., Washington 6, D. C.
National Recreation Association, 315 Fourth Ave., New York, N. Y.
National Rifle Association, 1600 Rhode Island Ave., N.W., Washington, D. C.
National Wildlife Federation, 3508 Fourth St., N.W., Washington, D. C.
Radio Guild, Scholastic Magazines, 351 Fourth Ave., New York 10, N. Y.
United States Office of Education, Specialist for Aviation Education, Instruction, Organization and Services Branch, Division of State and Local School Systems, Department of Health, Education, and Welfare, Washington 25, D. C.

HOMEMAKING CLUBS

Homemaking groups are on the increase as a result of the trend favoring life adjustment education. Homemaking education has been broadened and modernized. The emphasis on resource education, that is, the utilization of resources at hand, has augmented this growth of interest as has strong leadership and numerous published materials in the field of education for family life. The enlightened view of objectives and its accompanying revamping of courses has given new vigor and dignity to the old subject matter areas. The appeal wrought by modern technology is not to be forgotten.

There is so much ground to cover under the subject of homemaking, and club time is ordinarily so limited, that it might be advisable to apportion the time for various phases of homemaking at the outset. It is conceivable that the interest of one group may be focused on a single phase all year and the interest of another group so scattered that several of the major phases of homemaking will receive a share of attention. The curriculum of the school will be the chief factor in determining the course of club work in homemaking—whether only supplemental activities are needed or gaps must be filled. In order to avoid superficial coverage of subject matter, it may be wise to organize homemaking clubs at each grade level and hold each grade group to certain phases each year.

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Desirable Outcomes

- To regard the home with respect.
- To develop an understanding of the functions of the members of the family unit.
- To acquire essential knowledge for establishing and maintaining a home.
- To perfect the art of homemaking by real practice.
- To become proficient in modern techniques of homemaking activities.
- To foresee necessity for adjustments in living.
- To store "extra touches" that add spice to daily routine.
- To learn the fundamentals of gracious entertaining.

Popular Names

Culinary Artists, Bachelors, Bachelor Girls, Decorators, Social Arts, Hostess, Consumers, Hearthstone, Minerva, Farmerettes, Mixmasters, Frying Pan, Stitch and Stir, Popovers, Super-Sitters.

Suggested Activities

CHILD CARE

Study methods of improving baby-sitting services. Help in a local nursery school or maintain a laboratory nursery school to gain experience in handling children. Observe babies and their care regularly for a predetermined period of time within local homes in connection with the study of the physical growth and mental development of children. Ask mothers to leave their babies at school during a specific period while they shop or go to a club meeting, for observation, psychological

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testing, and care by the group. Watch the playground of an elementary school to learn the play characteristics of various age-groups. Visit the home of a patron of the school to watch the bathing and feeding of a six-months-old baby and to learn more about suitable clothes and proper feeding, handling and schedule. Maintain a baby-sitting service during PTA meetings or school productions.

COOKING

(1) Study consumer buying of foods. Study labels and grades. (2) Compile a recipe book of foreign dishes, favorite recipes of the faculty, movie stars, governors, radio performers, authors. (3) Do special holiday cooking. Learn how to prepare the traditional menus of each holiday. Specialize in baking holiday cookies. Have a bake sale of cakes and pastries. Cater to holiday parties of school organizations and to family and faculty orders for the holiday season. Fill boxes with cookies for hospitals, soldiers, and baskets for the unfortunate. (4) Learn the arts of pickling and jelly making. Learn to make "Saturday Specials"—quick breads, hot breads, biscuits, muffins. Practice making and serving a variety of hot and cold beverages. Become proficient in salad mixing by experimenting at meetings and preparing salad for the school cafeteria. Practice artistry in salad making. (5) Study the elements of a nutritious packed lunch and put the principle into practice at home, for club meetings, and for social affairs. Become cognizant of the multitude of kinds and shapes and variations of plain and fancy sandwiches and learn to make sandwiches attractive as well as tasty. (6) Take advantage of the services of the home economist in the county agricultural office to learn about food values, substitutes for meat. Sickroom cook-

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ing is another subject that should not be neglected. (7) Request a butcher or a packing house representative to speak to the club about the selection of meat, the grading of meat, the recognition of cuts, preparing various cuts. (8) Can different foods, each in its season, for home use or for use in the school cafeteria. (9) Tour a frozen food plant, seeing the processing of vegetables and fruits as an aid to understanding home handling and cooking of frozen foods. Visit a refrigerated locker plant and learn the principles of storing meats. (10) Witness demonstrations of kitchen equipment so that members may be acquainted with modern facilities and know their proper use and care. Attend cooking schools sponsored by merchants. (11) Grasp some ideas and practice of cooking for large numbers by serving at school picnics and banquets.

DECORATING

Learn the principles of interior decorating. Interview interior decorators and attend their lectures. View model rooms in department stores, model homes, furniture stores. Analyze your own room and homes of friends according to the principles learned. Plan an economical redecoration of a room. Learn how to select a site for a home and then make the most of the view. Plan a functional home after deciding upon the primary requisites of a comfortable and economical structure. Design a convenient and pretty home within a specific price range.

ENTERTAINING

Plan specific types of entertainment for a certain number of guests within a limited budget. Stage demonstration breakfast, luncheon, and dinner. Regularly act as cafeteria hostesses,

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attending to reception, table service, steam table service, seating, decoration, preparation of food, and planning of menu. Staff a regular service for school club banquets. Plan gay table centerpieces of readily available inexpensive materials. Work out many color schemes in foods for morning, noon, and evening meals at home; for mass serving; for parties; for banquets; for sickroom trays. Acquire the art of being a gracious host or hostess.

NURSING

Make a film on home nursing and show it to selected groups. Study home nursing. The Red Cross has a good course and may provide a leader. Practice First Aid. The local chapter of the Red Cross will help to conduct a course.

SEWING

Attend fashion shows. Study and compare patterns of several companies. Sew summer clothes, school clothes, a formal dress. Sew children's and infants' clothes for members of the family, friends, orphanages, overseas relief, or missions. Alter garments that do not fit properly. Remodel old clothes. Repair clothing of classmates.

FAMILY LIFE EDUCATION

Study courtship and marriage. Study physiology and hygiene. Study what makes a happy family life—human relations, work, wise spending, recreation, spiritual emphasis, etc.

FACULTY RECEPTION

Faculty members frequently arrive in town unwelcomed and are plunged so quickly and deeply into their work at

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school that they have no chance to become acquainted with each other or make friends in the community. Homemakers, come to their rescue!

Early in the year (and perhaps again at the middle and close) have a reception for the teachers. Invite representatives of the many organizations and agencies of the community and school so that teachers, parents, civic leaders, and students may mingle.

Make it a memorable occasion by preparing attractive refreshments, serving flawlessly, dispatching the many duties of hostesses graciously, providing entertainment, and decorating the room beautifully. Styles for school could be made an attraction. Flower arrangements should be studied. Children of faculty members or other guests could be cared for in a temporary nursery. Thus, all related homemaking groups would have a part.

MODERN LIVING

Use modern laundry equipment if possible. Otherwise watch demonstrations of it in stores or observe its use in homes. Learn about the many soaps, cleansers, detergents, bleaches, cleaning fluids, polishes, etc., which are on the market today. Become acquainted with the latest types of household tools, mops, brooms, brushes, can-openers, and other gadgets. Compare values in electrical appliances such as irons and toasters. (See also No. 9 and No. 10 under COOKING.)

FOR FURTHER READING

- Austin, R. E. and Parvis, J. O. *Furnishing Your Home*, Houghton, 1951.
Brandt, M. L. *Decorate Your Home for Better Living*, Scribner, 1950.
Cherner, N. *Make Your Own Modern Furniture*, McGraw-Hill, 1951.

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- Consumer Education Series*, Consumer Education Study, 1201 16th St., N.W., Washington, D. C.
- Draper, Dorothy, *Decorating Is Fun*, Doubleday, (rev.), 1952.
- Draper, Dorothy, *Entertaining Is Fun*, Doubleday, (rev.), 1952.
- Erickson, Maxine and Rock, Joan, *Book of Good Neighbor Recipes*, Bond Wheelwright, 1952.
- Harris, Florence L. and Henderson, R. A. *Foods: Their Nutritive, Economic, and Social Values*, D. C. Heath, Boston, 1949.
- Hawkins, R. and Abbe, C. *Home Mechanic's Outdoor Library*, Van Nostrand, 1951.
- Holmes, J. *Art of Interior Design and Decoration*, Longmans, 1951.
- Lewis, E. *Decorating the Home*, Macmillan, 1951.
- Lewis, Pearl, *Eating for Health*, Macmillan, 1948.
- Lowrie, D. *Standard Book of Sewing*, Garden City Pub. Co., 1949.
- McDermott, Irene E. et al, *Food for Better Living*, Lippincott, Philadelphia, 1949.
- Money Management Series*, Household Finance Corporation, 919 N. Michigan Ave., Chicago.
- Talbot, C. *Complete Book of Sewing*, Greystone, 100 Avenue of the Americas, New York, 1949.
- Teague, R. T. M. *Cooking for Company*, Random House, 1950.
- Tracy, Marian C. *Coast to Coast Cookery*, Indiana University Press, Bloomington, 1952.
- Wrightnour, E. *Basic Guide to Good Cooking*, Grosset, 1950.

Also current and back issues of such magazines as:

- American Home*, 444 Madison Ave., New York 22, New York.
- Better Homes and Gardens*, 1714 Locust St., Des Moines 3, Iowa.
- Good Housekeeping*, 57th St. and 8th Ave., New York 19, New York.
- House and Garden*, 420 Lexington Ave., New York 17, New York.
- House Beautiful*, 572 Madison Ave., New York 22, New York.
- Household*, 912 Kansas Ave., Topeka, Kansas.
- Living for Young Homemakers*, Street and Smith, (V. 1, 1947. Irregular).

ADDITIONAL SOURCES OF INFORMATION

- American Dietetic Association, 620 N. Michigan Ave., Chicago 11, Ill.
- American Home Economics Association, 1600 Twentieth St., N.W., Washington 9, D. C.
- Future Homemakers of America, U. S. Office of Education, Washington 25, D. C.
- National Red Cherry Institute, 322 S. Michigan Ave., Chicago 4, Ill.
- New Homemakers of America (Negro), U. S. Office of Education, Washington 25, D. C.
- School Food Service Association, State Department of Education, Tallahassee, Fla.

HOMEROOMS

The homeroom period can be the most deadly period of the day—dull for the students and burdensome for the teachers—or it can be the most stimulating. It depends upon the vision of the group, the freedom which the period is accorded, adroit leadership in the shrewd utilization of time allotted, and whether the homeroom is considered a part of the main school day or as an extracurricular group. A study published by the National Association of Secondary School Principals showed that more than three fourths of the schools with all sizes of enrollment meet daily, chiefly in the morning, in periods varying from one to sixty minutes. That is a lot of time to waste—or to use with vision.

Desirable Outcomes

To improve character and personality.

To provide stimulating mental and satisfying physical activities.

To offer regular periods for quiet thought or supervised study.

To facilitate administrative tasks.

To orient new students.

To afford a situation for a friendly exchange of ideas.

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To develop responsibility in an ever-widening community of citizenship.

To provide close and constant contact for guidance.

Popular Names

Workers, Thinkers, Harmony Hall. Homerooms often identify themselves by names of towns, names of teachers, numbers of rooms, or colors.

Suggested Activities

ADMINISTRATIVE FUNCTIONS

The length and frequency of the homeroom period vary so widely that activities suitable in one school cannot be carried on in another. It is impossible to attempt anything beyond administrative requirements of checking attendance, making announcements, collecting fees, assigning lockers, selling tickets, etc., in periods of only a few minutes.

GUIDANCE

It has long been commonly accepted that some aspects of guidance were the responsibility of the homeroom. Teachers have explored local work opportunities and various occupational fields with their homerooms. They have provided for individual guidance through private teacher-pupil conversation.

The development of citizenship by rather direct methods has been a part of the homeroom scene for many years. By discussion and study homeroom teachers have tried to change negative attitudes toward school, authority, and society in general to positive ones.

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The old character discussions have lost favor, but some of the same principles can be dealt with under the heading of cultivating school spirit. Conduct a unified (school-wide) "You Are Central" series of homeroom programs on academic success, attendance, courtesy, etc. Discussion guides could be drawn up by a joint homeroom committee to point the topics toward individual responsibility for the honor of the school.

STUDENT GOVERNMENT

The homeroom period is used exclusively for reports of student council representatives and discussion of school problems in many schools.

STUDY

The use of the homeroom period as a supervised study period is common.

Leisure reading, directed reading, pursuit of hobbies, completion of individual projects for classrooms, committee work on social affairs, and the preparation of assembly programs occupy homerooms.

DISCUSSIONS

Some homerooms have devotionals, discuss current events, learn the fundamentals of mental hygiene, study health, study etiquette, decorate the room, prepare bulletin board displays, or discuss maxims.

Others become acquainted with the school's broad services, practice the art of conversation, improve handwriting, or utilize the time for selected radio or recorded programs.

Panel discussions are popular: by girls on what they do and do not like about boys; by boys on what they admire and dis-

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like about girls. World affairs and school problems are also discussed in this manner.

SPORTS

Homeroom intramurals are well established in some schools for both boys and girls.

CARNIVALS

Carnivals are often the shared responsibility of homerooms. A joint committee carries the plans forward. Each homeroom is responsible for a concession, a stunt, a skit, or some kind of booth.

HOBBY SHOW

A hobby display in the library is a project on which homerooms could work together. Each homeroom might select the person with the most interesting hobby and help him to arrange an exhibit. All homerooms should submit their exhibits to the library at a specified time. The aides in the library would then arrange the display with books on hobbies.

CAMPAIGNS

A single homeroom, or several working together, would have a profitable experience in publishing a booklet on the use of the library for skill and pleasure. It could be titled "Your Library."

Homerooms can emphasize friendliness in school by having Friendship Week. Paper bow ties, slogans, signs, talks, etc., are used for publicity. Other campaigns managed by homerooms are Better Breakfast, Courtesy, and Dental Health.

Homerooms often stress fellowship. Hayrides, skating

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parties, weiner roasts, hikes, and holiday parties are popular. The holiday parties are usually held at school during the school day, unless homerooms have joined together for a vacation party instead under the sponsorship of the Parent-Teacher Association.

CONDUCT A HOW TO STUDY CAMPAIGN

First use *Planning to Study Efficiently*, by Elizabeth Stadtlander,² as a guide in unit studies on planning, concentrating, note-taking, reading, translating, remembering, using the library, reviewing, writing examinations, etc. An extensive bibliography for further reading on methods of study is included in the reference suggested. Then conduct surveys on study habits of students. Survey home study habits, too, and seek ways to improve situations of poor light, noise, radio, and other hindrances and distractions. Finally, it would be interesting to practice several methods of reading for differing purposes, best ways of memorizing, deductive and inductive thinking. Each homeroom may study all phases of the problem, or each may specialize in a particular one.

After the period for study has been consumed, compile a pamphlet, jointly with other homerooms, on the findings and suggestions which promise to be beneficial for all students. Title the pamphlet "How to Study" and distribute it in mimeographed form to all students.

Follow up with posters, bulletins, campaigns, and further surveys, urging that the booklets be put to use, and measuring the results.

You will find that this project on study methods will be

² Stadtlander, Elizabeth, *Planning to Study Efficiently*, Educational Publishers, Inc., 122 N. 7th St., St. Louis, Mo. 1950, 116 pp.

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heartily received. The Pennsylvania Department of Education found that 81 per cent of the seniors wished they knew how to study better. Is this true of your classes? Finding the answer to such a question may be the ideal point of departure.

FOR FURTHER READING

- Character and Citizenship Training*, Horace Mann League, NEA, Washington, D. C.
Fedder, Ruth, *Guiding Homeroom Activities*, High School, Quakertown, Pa.
McFarland, J. W. and Umstattd, J. G. *The Homeroom in 215 Texas Secondary Schools*, Texas Study of Secondary Education, Austin, Texas.
McKown, Harry C. *Homeroom Guidance*, McGraw-Hill, 1934, Rev., 1946.
Minka, E. A. *Homerooms*, The author, 326 Avirett Ave., Cumberland, Md.
Stadtlander, Elizabeth, *Planning to Study Efficiently*, Educational Publishers, Inc., 122 N. 7th St., St. Louis, Mo., 1950.

ADDITIONAL SOURCES OF INFORMATION

- National Association of Student Councils, 1201 16th St., N.W., Washington 6, D. C.
U. S. Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

HONOR SOCIETIES

Much controversy has arisen in philosophical circles about the subject of educating for leadership. The education of the mentally gifted has long been a topic of concern in the educational profession. Recognition of outstanding achievement has been both questioned and approved. Emphasis on academic subjects has been both condemned and lauded. Whatever school of philosophy we subscribe to, whatever our theories about educational provisions for the exceptional child, and whatever our practices of curriculum building and rewards—the fact remains that we stand justly accused of failing to discover, of neglecting, of wasting human resources. In our determination to provide for the needs of the retarded child and to give equal opportunities to the average individual, we have been guilty of forgetting those gifted ones who have potentials for civilization's progress. In our fixation upon democratic attitudes we have failed to single out those superior students who have unusual promise. In our resolute care for the equality of men we have unwittingly encouraged mediocrity and put our stamp upon it. Let us point out those students who have done remarkable work in any phase of school life; let us spur them to greater achievements; let us provide work that will truly challenge them; let us guide them; let us teach them humility in a life of service for mankind. (See also Service Clubs.)

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Desirable Outcomes

- To recognize outstanding abilities, talents, accomplishments, achievements, and services.
- To increase participation in varied activities.
- To advance leadership.
- To distribute honors in all phases of school life.
- To imbue leaders with a sense of responsibility.
- To infuse a desire for continued education, both formal and informal.
- To stimulate scholarship, study in specialized fields, use of native endowments, and acceptance of civic responsibility.

Popular Names

Laurel, Above the Crowd, Torch, Lamp, Oscar, Monogram. Foreign words signifying scholarship and honor are used to some extent. Geographical names such as Columbia River, Mount Shasta, Lehigh Valley, Everglades, and Gulf Coast are frequently used with the words Honor Society.

Suggested Activities

CAREER DAY

Career Day has been proclaimed as an inspiring and economic method of informing students about occupations of the adult world. Students can learn first-hand, from authorities and successful people, the opportunities in many fields of work. The honor club, because of its respected place of lead-

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ership in the school, is the logical organization to plan Career Day.

Plans should begin with a survey of the student body's preferences for occupations to be represented. The schedule which evolves should make it possible for students to attend at least four different discussions of their choice. The day's plans should include two general sessions—one at the beginning for orientation and one at the end for evaluation.

Upon the basis of the findings of the survey, the club determines the occupations to be represented. Then it seeks suitable speakers for those groups and issues invitations. Time is apportioned. Rooms are assigned according to size for accommodating the group interested. When the master schedule is ready, the club programs the senior and junior students for the day.

Each member of the club is assigned duties, such as presiding at the general session, acting as guides to speakers, announcing speakers, keeping secretarial records of discussion groups, checking attendance, and entertaining the visitors. With every member at a definitely assigned post, the day progresses smoothly.

The program for the day in a New Jersey school was:

Morning

Address—Choosing a Career

Panel—Am I Suited?

1. For a Profession
2. For Industry
3. For Business
4. For Agriculture

Discussion Groups (Attend one in each block.)

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- A. Opportunities in Engineering
 - A Future in the Theater
 - Nursing as a Career
- B. Careers in Commercial and Industrial Design
 - Aviation as a Career
 - Opportunities in Home Economics
- C. Careers in the Business World
 - Chemistry as a Career
 - Modeling as a Career
- D. Opportunities in Teaching
 - Careers in Architecture and Drafting
 - Careers in Civil Service

Luncheon

Afternoon

- E. Merchandising as a Career
 - Careers in Mathematics
 - Opportunities in Art
 - Foreign Language Careers
 - Opportunities in Journalism
- F. Secretarial Careers
 - Careers in Beauty Culture
 - Music as a Career
 - Careers in Law
 - Engineering Opportunities
- G. Careers in Photography
 - Advertising as a Career
 - Careers in Electronics
 - The Diplomatic Service

Symposium—Opportunities in Our Town

Evaluation

1. By a visiting speaker
2. By the guidance teacher
3. By a member of the club

Courtesies

Tea

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ASSEMBLIES

The honor society, being a group of superior students with outstanding qualities of leadership, could take the responsibility for planning the year's assemblies for the school, if the student council does not have a permanent committee on assemblies. Planning assemblies would require working with all other school activities in the selection and presentation of representative work and entertainment. *Vitalized Assemblies*³ will prove invaluable to groups undertaking this project.

COLLEGE DAY

Encouragement for continuing formal education and the discovery that there are institutions of higher learning to meet every inclination in the preparation for a career are the two main benefits derived from College Day for the students. Institutions of higher education in Michigan have cooperated in coordinating College Day in secondary schools of the state.

The honor club proceeds as with Career Day, determining the college of the students' choice and obtaining speakers from several. In addition, the club prepares an exhibit of college catalogues, yearbooks, and other materials.

The schedule is made and the juniors and seniors programmed according to their three preferences. Rooms are assigned. Members of the club are assigned as hosts for the various groups.

Some schools set up booths in the gym and let students and parents consult with representatives without any schedule. This plan has operated well in some schools, but it has been

³ *Vitalized Assemblies: 200 Programs for All Occasions*, by Nellie Z. Thompson, E. P. Dutton. 1952.

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considered undesirable in others. Some schools find it acceptable to hold the conference in the evening so that parents can attend, but others prefer to restrict attendance to students and schedule discussions during the school day.

OCCUPATIONAL TOURS

Occupational tours may be scheduled by the honor club under a number of plans. (1) The group may simply schedule tours to certain manufacturing plants upon specific request of a class or club. (2) The group may organize tours for study day or activity period each week, permitting students to select tours and join them on a voluntary basis. (3) A series of tours may be arranged for Saturdays to acquaint students with related occupational and educational fields. For example, a series may be comprised of visits to a department store, offices of a factory, municipal offices, and a business school.

A DAY IN INDUSTRY

Youth Week is an advantageous time to arrange for a day in industry. In industrial areas it is not necessary to prevail upon the same industry each year to conduct the day, although some industries value the opportunity for potential recruitment and issue an invitation each year.

The honor club and the industry cooperate in making the plans. The club briefs the students on the purposes of the day and the behavior expected. It arranges for transportation to and from the plant. It ascertains beforehand where the interests of the students lie—office work, executive work, technical operations, a trade, skilled labor, scientific research, publicity, public relations, maintenance, purchasing, etc.

The plant manager or executive briefs the workers on their

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responsibilities for the day. Each is to have a student with him throughout the day. The student is to understudy the worker in the morning and actually perform duties in the afternoon. The employee is to invite questions and to supply answers about the work. The student is to be his guest in the cafeteria, during the rest period, for meetings, and for recreation.

The club drafts a questionnaire and tabulates returns from all participating students to evaluate the day and guide successive groups in their planning. Follow-up is done to determine whether previous days in industry have been effective in attracting young people to stay within the community to work after their graduation from high school or college.

STUDENT EXCHANGE

It is not possible in every school to have a student exchange plan with a foreign country because of the complicated arrangements necessary, but many schools have succeeded in effecting an exchange through the proper government agencies and civic clubs have sponsored some. Some schools have taken students selected by examination or otherwise by the sponsors, and others have sent students abroad for a year's study by means of funds raised by the group.

Much simpler, and very valuable, are student exchanges made within our own borders. Exchanges are ordinarily made between two regions differing greatly in physical and industrial aspects—city and country, mountain and plain, seacoast and hinterland. Extended travel is not necessary. The period of exchange is usually from one week to one month. Sometimes the entire club of each party to the exchange comprises the visiting group. Often the club selects a limited number

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of students to represent the school. The two groups visit each other's schools simultaneously or at different times, according to mutually agreeable plans. Visits are made and received in alternate years in some cases.

Careful plans need to be laid by the club of the entertaining school in order that the visitors will be well cared for and the locale will be interpreted meaningfully to them. Lodge the visitors in the homes so that the children of miners can see how doctors live and vice versa. See that all phases of school life are shown to the visitors so that comparisons of curriculum, building, etc., may be drawn. Tour industries so that fresh fields of work are opened to the visitors. Take the group sightseeing so that they become acquainted with another part of America.

AMERICANIZATION WORK

The task of the Americanization of from two to eight million immigrants each decade of the past century has fallen upon the public schools. Absorption of these new Americans into the economy of the country must be rapid if this is to be their promised land. War conditions have imposed a shortage of teachers, space, and materials. There are few special schools and little provision for teaching English to newcomers. There is a dearth of printed materials and a scarcity of specially trained people in this field. An honor society will find few projects more challenging than to help the immigrants to learn English and to become acquainted with American customs.

Honor societies could assist most effectively by serving in the Americanization schools or citizenship classes under trained teachers. In places where naturalization classes do not

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exist, it may be necessary for the honor society to start a class and utilize the aid of the Immigration and Naturalization Service, the U. S. Office of Education, and the State Department, as well as organizations interested in adult education. Elementary textbooks and supplementary materials are helpful if special teaching materials are not available. It may be necessary to rely upon the group's own resources: practical conversation, patient explanation of our measures, friendly help with application forms and letters, cordial inclusion of the immigrants in the social life of the community, and enthusiasm for the American way of life. If there is not a sufficient concentration of immigrants to warrant organizing a class, the task becomes an individual one—that of one member helping one individual or one family—and the responsibility is grave. If there is any young citizen who can be trusted to impart American concepts and ideals as he tutors people in English, it is the honor student.

Those who engage in helping these people who have suffered so much to realize the American Dream—to restore their hope and faith—will find a new and deeper meaning of America. (See also Social Work under Foreign Language Clubs.)

FOR FURTHER READING

- Handbook of the National Junior Honor Society*, National Association of Secondary School Principals, Washington 6, D. C., 1946.
Seventh Handbook of the National Honor Society, National Association of Secondary School Principals, Washington 6, D. C., 1945.

ADDITIONAL SOURCES OF INFORMATION

- American Association of University Women, 1634 I St., N.W., Washington, D. C.
Arista (New York City Schools)
Beta Club, (South), Spartanburg, S. C.

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California Scholarship Federation, (State of California)

General Federation of Women's Clubs, 1734 N St., N.W., Washington,
D. C.

National Honor Society, 1201 16th St., N.W., Washington 6, D. C.

Torch Club (State of Washington)

There are also honor societies in journalism, dramatics, athletics, etc. See
those headings.

INTERCULTURAL CLUBS

There is scarcely a more genuinely and realistically motivated organization today than that founded for interracial and international understanding and friendship. The problems of domestic and world peace are so challenging, the scope of developments so wide, and the availability of materials so prolific that a school without activities of this nature is out of the mainstream of events. (See also Community, Dance, Foreign Language, Library, Honor, Journalism, and Travel Clubs.)

Desirable Outcomes

- To create attitudes of international interdependency, respect for minority groups, desire for cultural interchange and peace.
- To preserve national and racial heritages.
- To recognize the contributions of varied cultures to American life.
- To appreciate beauty in every culture.
- To understand the peoples of the world through the study of the past and through personal contact with the present.
- To strive for human rights everywhere.

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Popular Names

Brotherhood, Flag, Friendship, Human Relations, Intercultural, International Relations, Pan American, Pan Pacific, Pen Friends, World Friendship Circle, Pen Pals, World Affairs, European Culture, Oriental Culture, Foster Parents, Global Group, Map Makers, Folklore, League of Nations, Little UN.

Suggested Activities

STUDY PROGRAMS

A totally passive program of activities has its values and can have tremendous impact on intercultural understanding. Students of the club may attend concerts of foreign artists, foreign theatrical films, travelogues, which show the customs of the peoples as well as the beauties of their lands, visit anthropological exhibits of museums, see Mayan and Amerindian art, see costumes of foreign nations, listen to missionaries.

Study groups provide wide latitude for a greater depth of understanding among the peoples of the world. Study: the flags of the United Nations and of the American republics, literature of other nations, nonfiction books about other countries, religions of other cultures, Indian lore, Negro music, racial discrimination as a national problem, the art of the Orient, scientific contributions of men of many national origins, the philosophy of other cultures, the mores of primitive or isolated civilizations like the Eskimo and the South Sea Islander, forms of propaganda, global concept maps, music of other nations, the composition of the community as to national extraction.

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PROGRAMS AND DISPLAYS

An active program is preferred by many international relations groups. They participate in projects which reach the student body dramatically. They present assembly programs in foreign languages. They have a world affairs forum, a junior town meeting, or other types of speech events on international affairs. They stage plays by Russian writers and enact Chinese dramas. They campaign for human rights by speeches, editorials, displays, library exhibits, and posters. They learn the dances and play the games of other nations. They sponsor musical programs featuring music of many lands. They have debates on controversial world issues. They visit places of worship of all religions of the community. They hold press conferences with leaders of minority groups to improve human relations. They participate in foreign relief programs and correspond with youth abroad. (See also Travel Clubs.)

INTERNATIONAL CORRESPONDENCE

The exchange of friendly and informative letters with young people of other countries is increasing. How much these letters mean to international understanding can be seen in a measure now, but the span of another generation will reveal how much this friendly foundation means to world peace. A strong motivation for English classes, an incentive for foreign language classes, a stimulant to mathematics classes, a welcome diversion in International Relations Clubs, a thrilling project to carry into adulthood—letters across the sea. The letters are made even more meaningful when the group enters upon a humanitarian enterprise as a counterpart.

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Some of these have been followed with personal contacts through travel, and the pen friends have become very real people. Below is a list of agencies through which lists may be obtained for correspondence with students abroad. Agencies usually prefer the use of their own forms for lists and require that lists, with fees, be submitted through school authorities.

International Correspondence, 433 Buena Vista Ave., San Francisco 17, Calif.

Interscholastic Correspondence Department, Student Forum on International Relations, International Center (U. S. Office: Federation Internationale des Organisations de Correspondances et d' Exchanges Scolaires), 58 Post St., P. O. Box 733, San Francisco, Calif.

Foreign Correspondence Bureau, P. O. Box 150, Newton, Kansas.

International Friendship League, 40 Mt. Vernon St., Beacon Hill, Boston 8, Mass.

Student Letter Exchange, Waseca, Minn.

The Caravan of East and West, 132 East 65th St., New York 21, New York.

Pen Friends Division, The English-Speaking Union, 19 E. 54th St., New York 22, N. Y.

Youth of All Nations, 16 St. Luke's Place, New York 14, New York.

International Students Society, Hillsboro, Oregon.

National Bureau of Educational Correspondence, George Peabody College, Nashville, Tenn.

School Correspondence, American Junior Red Cross, National Headquarters, Washington 13, D. C.

YOUR SCHOOL CLUBS

PUBLICITY CAMPAIGNS

Intercultural clubs too often spread themselves too thin over campaigns for Pan American Day, Brotherhood Week, and United Nations Day. Perhaps it would be well to concentrate on one medium for forwarding intercultural relations. Art or music may be the choice; drama or moving pictures may be impressive means; but no doubt more people can contribute and more people can be reached by the school press.

The intercultural group should prepare regularly material which would advance intercultural understanding. This may necessitate working with several groups. Members should be quick to sense the international friendship values of a music program, the sociological aspects of a play, the hands-across-the-sea feeling in portions of correspondence, the human touch in projects proposed for foreign relief, minority problems in books and movies, interest in UNESCO publications—and bring them forcefully to the attention of readers.

WESTERN HEMISPHERIC RELATIONS

A group may wish to center its activities upon one area, such as Latin America. Projects could include construction of dioramas showing typical scenes of various regions such as the jungle, the coffee plantations, and the nitrate desert. Students could work with clay or Plasticine to produce a *rancho* with its *hacienda* and *gauchos* or a bullfighting scene. The tooling of leather in designs inspired by Guatemalan mythology or Aztec symbols may attract boys. Paper sculpture stressing the colorful native clothing of Central and South American countries may interest the girls. Students

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with nimble fingers might enjoy a "contest of *cascarones*," in which each person dresses a hard-boiled egg as a Latin American and works toward a *serape* or *sombrero* or silver-turquoise jewelry as a prize for originality, accurate character portrayal, or attractiveness.

Some Pan American clubs prefer speech activities to handicrafts. There are many interesting subjects for which materials are plentiful. (1) Club members could make a survey of daily newspapers for Latin American news and report selected items with background information once a week over the public address system during homeroom period. (2) Club members could present an assembly called "*Vistas Panamericanas*" in which they give views of great Americans, North and South—José de San Martín, Simón Bolívar, Benito Juárez, and others. (3) A group could present *Cooperation—The Spirit of Pan Americanism*, which is arranged for choric speaking. It is available from the Pan American Union. (4) Inexpensive plays featuring stories of Miguel Hidalgo, Miranda, O'Higgins, and Dom Pedro II may be secured from the Pan American Dramatic Press for production by Inter-American clubs. (5) Radio scripts may be borrowed from the Script and Exchange Service of the United States Office of Education. Thirty-minute scripts such as *South American Journey* (4 m., 6 f.) and *Highlights of a Century of Pan Americanism* (ann., 39 m., 1 f.) are suitable.

Groups interested in the arts of the Americas should have such Pan American Union publications as *Art in Latin America*, *Literature in Latin America*, and *Music in Latin America*. The club could share its knowledge of Latin American arts with the school in several ways. (1) Talks could be prepared on Rivera and Orozco, Mexican painters of murals, for pres-

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entation before an art class. (2) Arrangements could be made for a joint meeting with the library club for a discussion of background information on Latin American literature or for book reviews. (3) It may be possible to exhibit musical instruments such as the *maracas*, *cabacas*, the *quiros*, the *mariachi*, and the tambourine. If it is not, perhaps some of these instruments could be described and singled out as recordings of Latin American music are played for a music class or club. Once a week, or as often as feasible, the club might have a "Pan American Party" in the cafeteria during the lunch hour. Recordings of Latin American music should be played and commented upon to help listeners understand it. Be sure to include some *calypso* music from the Caribbean.

Some groups will want to come to grips with current hemispheric problems. Such topics as these may prove challenging: (1) "The effect of the Asian emergency on Inter-American trade." Show how the United States needs an increased volume of tin, copper, mercury, lead, zinc, antimony, vanadium, rubber, quinine, Cinchona, quebracho, etc. (2) "Latin America as a breeding ground for democracy." Show how there has been an awareness of the oppression of tyranny despite illiteracy, poverty, and militaristic control. Cite the roles of President Vargas and the late Evita Peron as illustrations. Discuss the repercussions of the *La Prensa* incident. (3) "Torre Bodet's plan to make Mexico's population literate." Consider what effects the program will have on Mexico's economy. (4) "The wetbacks." Study the immigration laws and the labor problems connected with the illegal entry of Mexican agricultural workers across the Rio Grande into the United States. (5) "The work of the World Health Organization in the Americas." There were 71 health

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programs in progress in the western hemisphere at the close of 1951 and 38 more in various stages of negotiation. Select for detailed study a few like campaigns against yellow fever and tuberculosis, insect and typhus control, mass vaccinations against smallpox, and mass treatment of yaws.

Fullest use ought to be made of audio-visual aids. (1) The National Federation of Coffee Growers of Colombia, 120 Wall Street, New York City, offers a coffee map. The Education Department, United Fruit Company, Pier 3, North River, New York 6, has posters, etc., on the harvesting of bananas. A pictorial map of the Americas, showing the Pan American Highway route, is obtainable from the Standard Oil Company of New Jersey, 30 Rockefeller Plaza, New York 20, New York. (2) Motion pictures dealing with Latin America are too numerous to list. Most of them may be rented from university or commercial film libraries. Such a film as *Roads South* (Castle, 20 min.), showing the present status of transportation in Latin America and its effect upon living standards, is suggested. (3) *The Other American Republics* is a series of 33 units of 2" x 2" color slides, usable at all levels of teaching. Each unit is accompanied by a script containing background material and suggestions. The slidefilms may be rented from regional depositories. For prices and titles write to the American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D. C.

FOREIGN POLICY

A club can keep informed about the country's international exchange programs—educational, cultural, scientific, and technical—through State Department publications such as the *Field Reporter*. This is for sale by the Superintendent

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of Documents, Government Printing Office, Washington 25, D. C. Point Four literature is abundant.

WORLD PROBLEMS

A club can focus its attention on trouble spots of the world as they arise. Finding background facts and making analytical interpretations of significant events in today's news should occupy the group. Posters could be made for the bulletin board in the main corridor of the school to point up the world situation and stimulate thought. Some members may be able to draw cartoons. A little publication known as *Focus* will help the students in a careful examination of problems in Viet Nam, Egypt, Morocco, the Ruhr, Johannesburg, Buenos Aires, Yugoslavia, Palestine, etc. *Focus* is published by the American Geographical Society, Broadway at 156th Street, New York 32, New York.

UNITED NATIONS

Quiz programs, photographic exhibits, displays of imports, bazaars, foreign menus, relief drives, international parties, and mock sessions seem to be common ways of publicizing the United Nations. Speeches, essays, and discussions are also favored. The making of posters illustrating United Nations activities and the presentation of music programs featuring folk songs of many nations are popular. Folk dancing, especially in costume, is a spectacular means of emphasizing international goodwill. Library exhibits of UN and UNESCO publications and of books which assist readers to understand other peoples interest many students. Pageantry is popular. Many clubs write their own scripts for assembly pageants.

There are many sources of appropriate films. For example,

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the British Information Services, 30 Rockefeller Plaza, New York, has films on Hong Kong, Rhodesia, etc. A catalog of film strips on UN is available from the Text-Film Department of McGraw-Hill Book Company, 330 West 42nd Street, New York 18, New York.

FOR FURTHER READING

- Americas*, (monthly) Pan American Union, Washington, D. C.
Baity, Elizabeth C. *Americans Before Columbus*, Viking, 1951.
Beebe, William, *High Jungle*, Duel, Sloan, and Pearce, 1949.
Books on India for Children, (Bibliography), Government of India Information Services, 3 East 64th St., New York 21, N. Y., 1952.
Brazil (monthly), American-Brazilian Association, 10 Rockefeller Plaza, New York 20.
Buck, Pearl S. *The Hidden Flower*, John Day, 1952.
Chicago University, *Diagnosing Human Relations*, American Council on Education, Washington, D. C., 1951.
DuBois, R. D. *Neighbors in Action*, Harper, 1950.
Ganguli, K. M. (tr.) *The Five Brothers*, John Day, 1948.
Goetz, Delia. *Let's Read About South America*, The Fidler Co., Grand Rapids, Mich., 1950.
Horner, E. D. *Jungles Ahead*, Friendship Press, 1952.
Knee, Ernest, *Mexico: Laredo to Guadalajara*, (photographs), Hastings House, 1951.
Kroll, F. L. *Young Sioux Warrior*, Lantern Press, 1952.
Larralde, Elsa, *The Land and People of Mexico*, Lippincott, 1950.
Lenczowski, George, *The Middle East in World Affairs*, Cornell University Press, Ithaca, N. Y. 1952.
Librarian's Information Bulletin, National Citizens Committee for UN Day, Washington, D. C.
National Council for the Social Studies, *Improving Human Relations through School and Community Activities*, National Education Association, Washington 6, D. C., 1949.
New Horizons, Pan American World Airways, 28-19 Bridge Plaza, N., Long Island City, N. Y.
Payne, Robert, *Journey to Persia*, Dutton, 1952.
Proctor, George L. *The Young Traveler in Sweden*. Dutton. 1953.
Red Letter Days, (Feb., Apr., Oct. issues), Marketing Research Services, 2300 Conn. Ave., Washington 8, D. C. 1952.
Reid, Alexander, *The Young Traveler in France*, Dutton, 1953.
Ross, Emory. *African Heritage*, Friendship Press, 1952.
Schurz, William L. *Latin America: A Descriptive Survey*, Dutton, 1949.
Spencer, Cornelia, *Made in India*, Knopf, 1946.

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- Trease, Geoffrey, *The Young Traveler in England and Wales*. Dutton, 1953.
- Unifruitco Magazine, United Fruit Company, Pier 3, North River, New York 6, N. Y.
- Valcarcel, L. E. and Verger, P. *Indians of Peru*, Pantheon, 1950.
- Van Someren, Liesje, *The Young Traveler in Holland*, Dutton, 1953.
- The World's Favorite Recipes*, (UN Cookbook), Harper, 1951.
- Worrell, Edna R. *Good Neighbor Plays*, Eldridge Entertainment House, Franklin, O., 1942.
- Ziegler, Isabelle, G. *The Nine Days of Father Serra*, Longmans, Green, 1951.

ADDITIONAL SOURCES OF INFORMATION

- American Association for the United Nations, 45 E. 65th St., New York 21, N. Y.
- American Field Service, 113 E. 30th St., New York, N. Y.
- American-Oriental Friendship Association, 1128 16th St., Santa Monica, Calif.
- Association for the Study of Negro Life and History, 1568 9th St., N.W., Washington, D. C.
- Australian News and Information Bureau, 636 Fifth Ave., New York 20, N. Y.
- B'Nai B'Rith, 1003 K St., N.W., Washington, D. C.
- British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.
- Columbia University, Bureau of Publications, (UNESCO), New York 27, N. Y.
- French Information Services, New York, N. Y.
- Indian Bureau, Department of the Interior, Washington 25, D. C.
- Middle East Institute, 1830 19th St., N.W., Washington, D. C.
- National Association for the Advancement of Colored People, 20 W. 40th St., New York 18, N. Y.
- National Citizens Committee for the United Nations, 816 21st St., N.W., Washington, D. C.
- National Conference of Christians and Jews, 381 Fourth Ave., New York 16, N. Y.
- Pan American Dramatic Press, P. O. Box 27, Highbridge Station, New York 52, N. Y.
- Pan American Union, General Information Section, Washington, D. C.
- Turkish Information Office, 444 E. 52nd St., New York, N. Y.
- United Nations Education Service, Committee on International Relations, NEA, 1201 16th St., N.W., Washington 6, D. C.

JOURNALISM CLUBS

The journalism club may be an adjunct to the journalism department or the club may supply the services needed because of the lack of journalism in the curriculum. The production of regular publication is likely to require the organization of the students as a staff rather than as a club. In its publications, the journalism group has a very definite responsibility for presenting a true and whole picture of the school for building school loyalty and pride among the students and for interpreting the school to the community.

Skills acquired in the publication of the school newspaper, however, are not the only values to be derived from a journalism group. Groups may be organized to study journalistic writing. Such groups become proficient in the use of library resources. Members gain a growing awareness of national problems through their study of daily newspapers and the work of prominent columnists.

Analytical reading and critical evaluation of newspapers and periodicals, always important, but crucial in the present period of world tension, is a journalism club activity most effective through group discussion. While attention will be focused upon such things as journalistic form and identification of propaganda, students will absorb new meanings of words and ideas, broader concepts of current affairs, enlarged

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understandings of ideologies, and a stronger desire for fact and truth.

The journalism club should explore the many related kinds of newspaper work—writing, advertising, photography, cartooning, typography, circulation management, and others.

Desirable Outcomes

To provide opportunities for vocational exploration.

To offer an outlet for creative writing, photography, and art.

To develop analytical and discriminating readers.

To facilitate recognition of propaganda.

To weld all elements of school life into a harmonious whole.

To cement school-community relationships.

Popular Names

Thirty, 200 Inch, Ernie Pyle, Pulitzer, Scribes, Tiger Cubs, Press, Headline, Deadline, Byline.

Suggested Activities

COMPLETE COVERAGE BY REPORTERS

There are many ways of keeping a school newspaper really "alive." Foremost is a staff organization which provides for adequate and regular coverage of all school life. Reporters can be assigned to regular "beats" of classrooms, clubs, social affairs, assemblies, and so on. The editorial policy of the school paper must support a complete and well-balanced cov-

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erage of school news so that shop and bookkeeping courses take their rightful place beside sports.

SPECIAL EDITIONS

A daily paper, successful in a few schools, is not possible in all, but special editions are easily managed. There are many occasions for special editions—holidays like Thanksgiving, special weeks like Drama Week, and campaigns like Community Chest or Courtesy. International issues for United Nations Day, Pan American Day, and Brotherhood Week are appealing to readers. Occasions like graduation, the anniversary of the founding of the school, council elections, the music festival, and Honor Day merit special issues. A homecoming edition could serve as both program and souvenir for the visitors. The use of colored ink seems to be a favorite method of giving a "special" touch to a school newspaper despite the fact that it reduces readability.

Extra editions are not common in the schools, but one school thoroughly enjoys a small sheet that is rushed through the press to announce the school's superior rating at the drama festival, the visit of an important person, the marriage of a teacher, or the closing of school because of a snowstorm.

Historical issues are usually of interest to students. A "tapeline" edition reviewing the history of the school during a limited period may be sold to subsidize journalistic activities. The silver anniversary of the school paper is an opportune time for a special historical issue tracing the progress of the school's paper. Copies may be distributed at open house held by the journalism department or club in honor of the occasion. Exhibits, tea, and talks by past editors of the paper are appropriate features of the occasion.

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SUPPLEMENTS

Supplements are favored as means of serving the student body. Pages having a floor plan of the building, a map of the campus, a schedule of activities, items about teachers, notes about courses, and so on, are of value in welcoming the new students at the beginning of the year. A literary section at midterm is an incentive for English classes and individuals interested in creative writing. A removable sheet in the farewell issue of the school year, describing opportunities for summer recreation and work is of value to upperclassmen particularly. Schools which do not have yearbooks frequently include a supplement of pictures of the graduates in the last issue of the school year.

COLUMNS

Regular columns can be as much a part of the school newspaper as of the local daily. (1) A column which always has a large following is one on hobbyists and their hobbies. The emphasis on the person has much more appeal than a cold approach to hobbies alone. (2) A human interest column on successful alumni inspires the individual reader and builds school spirit. (3) Columns on vocational opportunities are worthwhile. (4) Vocabulary building devices, word origins, and selected passages from class themes find their share of readers. (5) Columns on etiquette are helpful to students. (6) Boy-girl relationships is a subject of importance. (7) A column on recordings is worthwhile. (8) A critic's column on current movies is valuable. (9) Selected radio and television programs may be an interesting column to include.

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FEATURE ARTICLES

Every paper should have some feature articles. Here are several suggestions: (1) Acquaint readers with the faculty through a series of short articles with pictures. Vary the pattern. Let items be about Miss Smith's trip to Cuba; Miss Black's participation in the Little Theater; Mr. Jones' sabbatical leave; Mr. Brown's war experience; Miss White's summer work experience; Mr. Allen's studies at summer school; Miss Marshall's work as an officer in the teachers association. (2) Local industries such as fishing, glass manufacture, oyster tonging, and agriculture provide a source of interesting feature stories. (3) The school's part in local festivals can be treated as feature material. (4) The men behind the administration of the school—the board of education—might make good feature material. (5) Feature the custodian and his work, the office secretary and her job, the cafeteria head and food services.

INTERVIEWS

Interviews make good reading. Assembly speakers, band leader for the prom music, visiting celebrities in the city, exchange students, alumni in military service, and successful local businessmen are but a small number of people who make interesting copy. A study of interviewing techniques and of reporting interviews is a prerequisite. Tape or wire recordings of the interviews can be made by the school or local radio station for various uses.

The formation of a press club in conjunction with school reporters of other schools in the city school system adds spice to interview assignments. Press conferences may then be ar-

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ranged with actresses, musicians, and public figures who might not otherwise grant interviews. Valuable experience is gained by the student reporters. Press cards are enjoyed by press club members.

EDITORIALS

The editorial page can be a constructive force in building acceptable attitudes and behavior among the students. The preparation of editorials is an important function of the journalism group. Avoid pettiness. Editorialize on such issues as a safe and sane Halloween, care of public property, beautification of the school grounds, and sportsmanship at football games. Campaign for a health program, perfect dental records, safety, cleanliness, or a summer camp.

Political cartoons on national and international affairs are an excellent addition to a school newspaper. A club may wish to narrow its efforts to this one field.

SPORTS WRITING

Those interested in particular phases of journalism may want to take special responsibilities. Sports writers will find projects such as the following challenging: (1) Publish a review and preview of each successive seasonal sport. Study the cards on file in the school office showing scores of all athletic contests and records of individual performances for many years. Use this data, coach and team identification, briefs on competing schools, schedules, etc. Compile for ready use by sports writers and sports broadcasters of the home school and those of the athletic league. Include mats of team members and coach. (2) Prepare a graphic summary of statistical information about the teams of the major sport tour-

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nament. Secure the information from coaches and principals of the various schools. Tell the story in picture graphs. For average heights of team members, use shaded figures of players; for number of returning lettermen, use each school's letter; for percentage of wins, use a series of shaded balls.

ADVERTISING

Advertising holds many possibilities. Aside from the management of the business of advertising in the school newspaper, there are techniques in illustrating, copy writing, and layout to be studied and practiced. Working closely with the advertisers is advantageous, for ads should not be regarded as charitable subsidies by either the merchant or the new staff. Understudying members of the advertising staff of the local paper is a practical way to get the feeling of the work.

Students interested in newspaper advertising would like the following beneficial project. Students solicit advertising for a particular issue such as pre-school, pre-Christmas, or pre-commencement for the local newspaper. After the space has been contracted, each student consults with his advertiser and familiarizes himself with the product to be advertised. Copy, illustrations, and layout are prepared and submitted to the advertiser for approval. The student then works with the local newspaper's advertising staff in the remaining processes. Finally the advertisements appear, each with a by-line.

PUBLIC RELATIONS

Journalism clubs derive benefit from suppling local papers with school news whether or not there is a school newspaper. The group may set itself up as a news bureau. All releases should be subject to the approval of the principal of the

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school, for such a bureau is a public relations office in reality.

The publication of a newsletter for alumni, graduates in military service, freshmen away at college, or past teachers is an interesting project.

Conducting surveys, not only to gather information but also to learn the techniques involved, is of interest to some journalism clubs. A survey of the earning power, costs of activities, study habits, spending habits, lunch habits, and saving habits of readers could be the basis for many interesting articles or editorials.

A valuable service may be rendered several schools by a journalism club that conducts a survey of various details in connection with the publication of newspapers in the surrounding schools. Tabulate the results and make them available to all cooperating newspapers. Such a survey would break down into these classifications: general, circulation, subscription rates, process of printing, printing costs, size of paper, engraving costs, advertising rates, amount of advertising, subsidization, budget allotment from activities funds, staff organization, promotional devices.

FOR FURTHER READING

- Agnew, J. K. *Today's Journalism for Today's Schools*, L. W. Singer Co., Syracuse, N. Y., 1951.
- Butler, K. B. *A Practical Handbook on Effective Illustration in Publication Layout*, Butler Type Design Research Center, Mendota, Ill., 1952.
- Jones, R. W. *Journalism in the United States*, E. P. Dutton, 1947.
- Julian, J. L. *Practical News Assignments for Student Reporters*, W. C. Brown, 1951.
- Maguire, F. and Spong, R. *Journalism and the Student Publication*, Harper, 1951.
- Medlin, C. J. *School Yearbook Editing and Management*, Kansas State College, Manhattan, Kansas, 1949.
- Mulligan, J. *Experiences in Journalism*, Lyons, 1950.
- Rae, Walter, *Editing Small Newspapers*, Morrow, 1952.

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Spears, Harold and Lawshe, C. H., Jr., *High School Journalism*, Macmillan, 1950.

Your Department Is News, Quill and Scroll Society, Northwestern University, Chicago 4, Illinois, 1950.

ADDITIONAL SOURCES OF INFORMATION

American Association of Teachers of Journalism, School of Journalism, University of Kansas, Lawrence. Elmer F. Beth, Sec.

Columbia Scholastic Press Association, Columbia University, New York, N. Y.

National Association of Journalism, Directors of Secondary Schools (NEA), Kenneth Stratton, East High School, Des Moines, Ia.

National Scholastic Press Association, 18 Journalism Bldg., University of Minnesota, Minneapolis.

Quill and Scroll Society, 111 West Jackson Blvd., Chicago 4, Ill.

LIBRARY CLUBS.

Library clubs have a four-pronged function: to enable students to learn library procedures and techniques; to provide opportunity for vocational exploration by practice in library service; to popularize reading among all students; and to enjoy varied group reading experiences. A group may be organized for each of the functions, or all functions may be assumed by one group.

The library club, particularly the type which acts as a service group in a school not having adequate professional library personnel, lays stress upon individual responsibility and resourcefulness. The attitude of the library service club can be a strong influence in strengthening self-discipline among students using the library. The library club can help to make the library the richest resource of the school, its services indispensable to individual and class. The library club can build an attitude of respect for public property and for the fair sharing in the use of library books.

Desirable Outcomes

- To familiarize students with library resources, facilities, procedures, and techniques.
- To encourage extensive reading.
- To direct intensive reading.

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To facilitate use of the library.

To improve reading skills.

To remedy reading deficiencies.

To unfold a vicarious and a real world.

To establish habits and interests for leisure time.

To broaden cultural backgrounds.

To increase genuine appreciation of literature.

To establish standards for criticism.

To share literary experiences with the community.

To build character traits such as responsibility, reliability, and resourcefulness.

To focus attention on vocational possibilities in the field of literature.

Popular Names

Ballad, Bible, Book, Bookworms, Classicists, Choric, Teen Age Book, Horn Book, McGuffey Readers, Pegasus, Dewey Decimals.

Suggested Activities

SERVICES

Library aides have responsibility for services such as charging and discharging books, processing new books, repairing old books, shelving books, reading the shelves, doing other page duties, assisting with clerical and reference work, and helping with cataloguing. Services can be improved by group study of library procedures and a systematic rotation of duties. The social life of the library aides should not be neglected. At the end of the year a literary banquet is appropriate.

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BOOK WEEK

The library club can make books a part of every student's life through planned publicity. For Book Week the club might have a book parade, a storybook ball, a book fair, a book pageant. It might give instruction in the library or English classes on how to use the card index, Dewey Decimal System, vertical files, encyclopedias, or guides. It could have a campaign on the care of books, initiated by a skit about a book hospital during an assembly period. As a special feature of the week, the group may play classic literature records in the library. The group could send a treasure chest of books to an underprivileged school or abroad. Inviting an author as a guest speaker at assembly or at an open meeting of the club would be appreciated by many students. A special visit of the Bookmobile might be arranged. Librarians of the school and public libraries might be interviewed over the school radio or public address system. School-wide essay or poster contests could be conducted. As a special occasion of Book Week, dedicate a vocational reading room as a war memorial, open a conference room adjacent to the library, present a memorial poetry shelf in honor of a teacher, establish a circulating record library, hold a teen-age book show, operate a book quiz contest. The club could prepare graded reading lists or classified reading lists of books available in the school library. Members might write feature articles for the school and local paper about library statistics and about books and reading.

DISPLAYS

Throughout the year, displays popularize the library. Here are several types of displays which have been used success-

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fully in schools. The club would find a series of career books and monographs displayed under the head "Your Tomorrow" easy to carry out. Showing new books attractively is always acceptable. Exhibits of books keyed to a particular holiday or special week acquaint students with the many titles available. For example, books on Jewish culture, Negro literature, Chinese poetry, and biographies of outstanding people, contemporaries preferably, of different national origins would be suitable for Brotherhood Week or for United Nations Day. Current pamphlets pertinent to the subject should be included. The Public Affairs Committee and the Foreign Policy Association, both at 22 E. 38th Street, New York, New York, are sources for pamphlets. See also the *Vertical File Service Catalog* of the H. W. Wilson Company. The Friendship Press, 257 Fourth Avenue, New York City, has many publications on African problems and the Moslem world that would be good for such exhibits. The information bureaus of countries like India are a source of material on Hindu and other cultures.

Oftentimes the club is able to borrow displays from private collections. Such loans consist of rare books, art treasures, musical instruments, doll collections, etc. Frequently articles may be borrowed from a museum for display with books. For instance, turquoise and silver jewelry, a bright serape, or a piece of pottery could be used with books on the history or geography of Central or South American countries. Travel agencies sometimes have discarded travel posters or objects which they would loan the club.

The club should draw upon the work of classes for many displays. Shoe box theaters, models of covered wagons, scientific drawings, though not done in connection with library

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reading, would provide a center of interest in the library. Hobby displays are always practical.

The club must prepare many displays itself. Timeliness is the secret of good exhibits. If a class is studying a novel by Dickens or Scott, show one or more dolls costumed as characters of the book. If football season is in full swing, show a helmet and football with books on the sport. If the library has a shipment of new books ready to be placed in circulation, exhibit the jackets with the bookplate designed by the club and placed in every book. Feature books of fantasy with art work inspired by the books. If a student has won an honor in music, show the books favored by that individual.

YEAR-ROUND PUBLICITY FOR BOOKS

Making the student body book conscious is an all-year job. Keep the attention of students on books by such devices as these. Prepare a book menu for the students, especially at Thanksgiving time. Have a book luncheon in the cafeteria. Publish a library gazette, listing new books acquired by the library. Keep a picture collection for loan to classes. Keep a photograph collection properly filed for use in class work. Act as reviewers of books for school clubs and civic clubs. Preside over a radio program called Book Caravan. Survey the reading preferences of the students and publish the findings in the school newspaper. Serve a book tea with a featured speaker and a bookseller's display. Encourage debates and discussions and aid in the gathering of materials. Plan an all-school book-masquerade dance. Campaign for the return of lost books. Prepare annotated reading lists on topics like local history, special holidays, occupational interests, current affairs. Write reviews and feature articles for the school newspaper.

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BOOK FAIR

Have a Book Fair to arouse an interest in books. The local book supply houses and stores, a single publisher, several book publishers, the state or county traveling library, book clubs, the Teen Age Book Club (Scholastic Magazines), the state reading circle, the local newspaper, the Extension Division of the State Library, the State Library Commission, and the State Board of Public Instruction—any is likely to respond enthusiastically to plans for a giant exhibit of books, to look at or to buy, for school or for community. Write to The Children's Reading Service or Scholastic Magazines for help with book exhibits and book bazaars. Publishers are also in a position, usually, to supply photographs of authors, posters, jackets of books, in a reasonable quantity.

Interest can be heightened considerably by the presence of "book characters" in costume, dramatized cuttings, book poster parades, charades based on books, book masquerade party, book pageant, and so on. Books in films might be another feature of the exhibit. Art in books would be featured. Sometimes it is possible to get original illustrations or enlarged reproductions for use with the exhibit.

The Book Fair is particularly well received during annual Book Week in November. It is also adaptable to the Christmas season, when toys, trees, holiday selections, beautifully bound editions of the classics, wrapping services, and story telling have special appeal. A book fair is suitable also for American Education Week.

PLEASURE READING

The club's full time ought not to be spent in library service or in attempts to interest other students in books. Members

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should have the privilege of planning enjoyable reading activities for themselves. Oral reading of ballads, scripture, prose, drama, and poetry introduces members to many types of literature. All the group may read the same book and discuss it critically. Sharing reading experiences is probably more enjoyable, however. Members could all read adventure stories or mystery stories and discuss them, or the reading may be free in any field. If the group is a serious and studious group, non-fiction would appeal to the readers. Operating as a reading circle, each member reads and reports on a book which contributes to the general understanding of the total topic. For example, the group may wish to be better informed about the major religions of the country. One would read about Mormon life, another about the Moslem faith, etc. In the end, each will have gleaned a large body of information with a limited amount of reading.

FOR FURTHER READING

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Fargo, Lucile F. *Activity Book for School Libraries*. (No. 1). 1938; *Library Projects for Children and Young People* (No. 2). 1945. American Library Association, 50 East Huron St., Chicago 11, Ill.
Ireland, N. O. *Picture File in School, College, and Public Libraries*, Faxon. Rev., 1952.
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Oakum, A. J. "Manual for Training Student Assistants in the High School Library," Master's Thesis. Kent State University, 1952, (Available on inter-library loan).

A CONSTRUCTIVE PROGRAM OF ACTIVITIES

Stefferd, Alfred (ed.). *Wonderful World of Books*, Houghton, 1952.
Wilson Library Bulletin.

ADDITIONAL SOURCES OF INFORMATION

American Association of School Librarians, ALA, 50 E. Huron St., Chicago 11, Ill.
Book Bazaar Editor, Scholastic Magazine, 351 Fourth Ave., New York 10, N. Y.
Children's Book Council, 50 W. 53rd St., New York 19, N. Y.
Children's Reading Service, Director of Exhibits, 1078 St. Johns Place, Brooklyn 13, N. Y.
National Council of Teachers of English, 211 W. 68th St., Chicago, Ill.
School Library Supervisor, State Department of Education
State Reading Circles
State Teen-Age Library Associations, such as Maryland and Texas
H. W. Wilson Company, 950 University Ave., New York, N. Y.

MUSIC CLUBS

Music is in the very soul of man. The happy spirit of play bubbles forth in the child. Melodies of love flow from the lips of the young at heart. Songs of toil and suppression and longing gush forth as life blood from those who work and suffer. The pulse of the nation throbs in its music. Music is an intrinsic part of drama and worship. It is indispensable alike to the most solemn ceremony and to the most jubilant occasion. It is a part of public gatherings and it is in the very fiber of the home. Music is in the evening concert of insects and in the busy wheels of industry. Music is in the beat of the horses' hoofs and in the machines of an office. Music comes from magic boxes conceived by man and from magic organs created by One Supreme. Music is a common language among men. If they do not create or perform, they listen. Provide varied musical opportunities outside the regular school day whether there is a strong music department or none at all.

Desirable Outcomes

To create an interest in and a love for many forms of music.

To make the rudiments of music available to all.

To carry music into the community and into later life.

To strive for perfection in performance.

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To offer opportunity for creative expression in performing and composing.

To develop a critical ear.

To discover and encourage outstanding talent.

To broaden culture.

Popular Names

Off the Record, Choraliers, Sharps and Flats, Treble Clef, Melodiers, Mello-Tones, Serenaders, Lamplighters, Rhythmairs, Choralettes, Etude, Counterpoint, Descant, A Cappella, Troubadours, Swingsters, Madrigal Singers, Crescendo, Varsitones, Harmonettes, Musicoeds, Bandites, Neat Beats, Five Beeps and a Bop, Swing Kings, Bluenotes, Silvertones, Chordettes, Larkettes, Moonlighters, Blendettes, Platter Chatter.

Suggested Activities

APPRECIATION

In any school it is possible to have a music appreciation club. Sheer enjoyment is not to be discouraged or excluded, but the approach should be that of helping students to understand music better so that they can enjoy it more. Even without an outlay of money, the musical knowledge of students can be enlarged. Meetings in homes are advantageous for good listening if a radio is not available at the school. Such groups could meet regularly to listen to weekly presentations of opera, symphony, organ, or choral music. Discussion is stimulated by the informality of the meeting.

Acquaintance with music and musicians is furthered by recordings of violin and piano concertos, great voices, and

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bands. Imaginative interpretation is encouraged by listening to the impressionistic works and writing or drawing the impressions gained. Students have done excellent work in poetry while listening to Caesar Franck's *Symphony in D Minor*. Most fascinating pastels have been created by students as they listened to Stravinsky's *Fire Bird Suite*.

For advanced groups, a critical approach is possible. Such study requires a greater investment in audio aids. A group might select a particular kind of music upon which to concentrate for a definite period of time. It could explore the ritualistic music of the great religions, true folk music, Latin American music, Negro music, Gypsy music, or the music of the American Indian. It might compare readings of symphonic scores by two different orchestras. It might identify folk themes in symphonies. The group may record evening radio programs of merit on tape or wire for use in the classroom.

Listening activities ought to be supplemented by reading. A musical library is the heart of the appreciation program. There are very readable stories of operas and symphonies, biographies of musicians, volumes on the history and appreciation of music, articles on musical instruments, columns of criticism, and material on the development of jazz.

The club can share its interest in music with the whole school through audio-visual aids. There are educational and theatrical films of high quality on music and musicians. Pictures of great musicians are obtainable from picture supply houses and music publishers. Vertical file material on the bagpipe, harp, harpsichord, clavichord, and other instruments can be found.

The music club may be able to arrange for appearances of

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professional musicians in a Community Concert series by seeking the aid of the administration of the school, the local newspaper, or other adult sponsor. Recitals by students of the local college or by accomplished performers of the community lift the level of appreciation. The group may select musical evenings to be attended in a body to develop critical listening. Interviews with guest performers lend further interest in music.

Cooperation with other activity groups is an excellent way to put the club's musical knowledge to use and to open new avenues of appreciation. Select appropriate background music for dramatic productions of the school. Choose music for the modern interpretive dance group. Program the school's musical broadcasts. Select the music for morning devotions.

Sustain the interest of the student body in music by keeping current a bulletin board of recommended radio listening. Post announcements of musical opportunities and events in the community. Prepare a series of short feature articles for the school newspaper. Include music news of the school, publicity for musical occasions, activities of the music club, anniversaries of the masters. Write a regular column on classical recordings, modern music, popular music, radio programs, concerts, etc. Formulate multiple choice tests or quizzes on musical instruments, composers, and compositions for the school paper. Produce a paper for the music department, covering all music classes and clubs.

PERFORMING GROUPS

Choral groups vary widely in composition, size, and interest, but they have one trait in common—the desire to perform before an audience. Public presentation motivates the group

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to perfect its techniques. A group may be composed entirely of girls' voices or of boys' voices, or it may be a mixed group. The organization may be only a trio or it may be a choir. The students may be interested in sampling many types of music, or it may prefer to concentrate on Negro spirituals, Irish ballads, patriotic songs, Jewish music, cowboy songs, hymns, light opera, Fred Waring arrangements, chants, or novelty numbers.

Many opportunities exist in every community for public appearances of musical groups. Stand ready with a suitable repertoire to aid churches, clubs, rural schools, associations, and institutions in their programs. Exchange assembly programs between schools often include a choral group. The dramatics department always welcomes musical numbers as entertainment between acts of school plays while scenery is being changed. The all-school talent show always has places for vocal numbers on the program. Local broadcasting stations are usually happy to have occasional or regular musical programs by the school. The public address system offers another outlet either daily or on special occasions. School assemblies frequently use choral groups.

The choral clubs may initiate full-length productions themselves. Present an Easter cantata. Have a Winter Festival of Music in which songs of winter, holiday songs, classics, and fireside favorites are sung. Weave a program around the theme of "One World" or "Down on the Farm," using music and narration. Seek the cooperation of the dance and speech groups to originate interpretations of the music and sketch.

Instrumentalists enjoy playing in the practice room, but inspiration comes from having listeners. Each instrumental

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group can find its niche and appropriate occasions for public appearance. The concert band prepares a patriotic program for a civic occasion. The marching band participates in parades and originates formations for the field between football periods. The string ensemble provides musical interludes for the school radio program. The orchestra presents Christmas vesper services and accompanies the operetta of the chorus. The brass quartette supplies novelties for club meetings. The reed ensemble watches its cues for background music at the dramatics production. The dance band plays for school dances and presents a jazz recital for an assembly. The drum and bugle corps has a part in services on Memorial Day. Ukulele, harmonica, guitar, and similar groups are a source of variety for between-acts of school plays. Organists and pianists are always in demand for accompanying group singing, operettas, vocal solos, and instrumental groups.

Plan an Easter sunrise service preceded by a series of Lenten vespers. Every music organization would have a prominent part. Miscellaneous selections may be made or a particular theme may be chosen.

CREATIVE WORK

Occasionally there are students interested in composition. Encouragement, if not technical instruction in harmony and counterpoint, can be given by the adviser. If the compositions merit attention, an evening series might be instituted to present them. These could prove to be very interesting recitals of piano, voice, violin, string quartette, etc. One full program of student composers may suffice. It may be preferable to schedule one original composition and several classical or standard selections by a recitalist each of several evenings.

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Strive to present these small concerts in an attractive place such as the patio, the garden, a courtyard, an enclosed court, a conservatory, or on the roof.

Make use of as many musical activities as possible in school broadcasts. Special programs tapping several groups may be easily arranged. For example, present the music and life of Stephen Foster in a varied program drawing on both voice and instrumental groups. Present a recorded program of modern compositions with a commentary. Air a classical program with oral program notes. Give an appreciation program in the style of Walter Damrosch. Narrate such things as *Peter and the Wolf* with recordings.

MUSIC WEEK

During Music Week emphasize music as a part of life—school life, home life. Hold a music festival or a music clinic in conjunction with schools of the surrounding area. Present music awards in the Honor Assembly. Make tape recordings of performances and criticize them. Have a series of memorial recitals or concerts. Each day in the library tell stories with appropriate musical background. Over the public address system read poetry with musical background during homeroom periods. For a local radio station broadcast, narrate the stories of operas or suites, calling attention to their thematic passages. Build morale with music in the corridors and in the cafeteria. Give a musical aptitude test to the student body.

For public programs especially prepared for Music Week, the music department might want to schedule its major production of the year. In lieu of this, various music groups might build a varied program about a theme such as May

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Day, Spring Flowers on Parade, Main Street, A Day at the Zoo, or Rhythmerica. Either would focus public attention on music.

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- Band Masters Association. James C. Harper, Lenoir High School, Lenoir, N. C.
Music Educators National Conference, National Education Association, Washington 6, D. C.
Music Teachers National Association. Karl O. Kuersteiner, School of Music, University of Florida, Tallahassee.
National and Inter-American Music Week Committee, 315 Fourth Ave., New York 10.
National Association of Teachers of Singing. W. A. Stults, Box 694, Evanston, Ill.
National Federation of Music Clubs, 455 W. 23rd St., New York 11.
National Music Camp, 303 State St., Ann Arbor, Mich. (Interlochen, Mich.)
National School Band, Orchestra, and Vocal Association, 64 E. Jackson Blvd., Chicago.

PERSONALITY CLUBS

One of the driving forces of the teen-age years is the desire for conformity. Young people go to excesses in adopting fads so that they can be exactly like their fellows. But deep down inside every young person is the growing desire to develop his own personality so that he may eventually be distinguished from his friends. A club dedicated to personal development can help the teen-ager develop a desirable individuality. Such a club can also focus attention on the desire for improvement of individual weaknesses, provide opportunity for individual help, and offer mutual assistance in common problems. The club should establish the desire, the habit, and the techniques for self-improvement. Part of the club's work ought to be the teaching of the individual to use his money, time, and energy wisely. If a separate club for personality development is not created, the suggested activities may be used in other clubs.

The key to the personality-building club program is the stimulation, inspiration, and influence of many successful adults. The program needs variety even though work is directed toward a specific goal such as the correction of one weakness or the improvement of one trait. By using adults of the community, the club adviser makes the program more impersonal and authoritative. The greater variety which is afforded develops a many-sided individual. The many-sided

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person becomes well-rounded, and that is the underlying aim of the personality club program.

Desirable Outcomes

To improve self largely by self effort, in personal appearance, behavior, knowledge, culture, skills, tools of learning, character, personality, and attitudes.

To capitalize upon special talents, abilities, and assets.

To achieve self-realization.

To develop resourcefulness.

To analyze self.

To know self.

Popular Names

Talent, Spotlight, Limelight, Toastmasters, Culture, Charm School, Keynote, Co-ed, Education Unlimited, Tri-Arts, Personettes, Zenith, Katy-Koed, Debonaires, Kadettes, Sophisti-Kates, Teenettes, Debuteens, Bib and Tucker, Sad Sacks, Sharp Tacks.

Suggested Activities

CULTURE

Study philosophy through selected great writings or simplified versions of them, literature, the arts. Form a personal philosophy. Study the Scriptures. Attend concerts, plays, lectures, art exhibits. Choose topics requiring extensive research and report orally or in writing at the end of the term. Practice the art of conversation by discussing stimulating topics in twosomes or larger groups. Hold an Old Favorites Night upon which members recite favorite poems, exhibit favorite

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poems, display favorite prints, play favorite records, perform favorite solos, and enact portions of favorite plays.

GROOMING

Learn what constitutes good grooming. Know yourself—your figure, coloring, personality—and the basic guides in choice of clothing. Learn what to wear and how to wear it for typical occasions. Type the face and hair for the purpose of selecting pleasing cosmetics and coiffure. Practice giving simple facials, arranging hair, manicuring nails. Study the care of the hands. Carry on a campaign for proper dress and good grooming. Culminate the year's study with a style show of summer clothes, campus clothes, or clothes for work—for both girls and boys. Incorporate in it posture, etiquette, poise, grooming, conversation, and other phases of self-improvement studied, such as speech.

LEADERSHIP

Study parliamentary procedure and take turns acting in the capacity of the various offices of imaginary organizations. Form a leadership class in which the elements of leadership are studied and practiced. Work individually on eliminating objectionable mannerisms, on achieving emotional maturity, on improving attitudes toward criticism. Let each member analyze himself and write the Perfect Recipe for Personal Improvement. A composite may be mimeographed for home-rooms, library, or other clubs. Schedule a series of meetings based on the code of the club; for example, GIRLS CLUB code is based on the letters of its name. Devote one meeting to each letter: Gracious in Manner, Impartial in Judgment,

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Reverent to God, Loyal to Friends, Sincere at All Times, Considerate of Others, Living for the Best, United for Service, Broadening Horizons. Formulate personal codes. Submit a code to the council for adoption by the student body to improve school spirit.

SKILLS

The work of the group may be on one skill for an unlimited period, or the year may be divided into periods of equal length so that several skills may receive attention. Individual or small group work on the skills needed would be preferable. Students will eagerly work in areas like the following: (1) Make a deliberate effort to eliminate bad spelling, using remedial techniques of the classroom. (2) Practice handwriting systematically, using a course like that offered by the Palmer Method (Chicago), which has well organized manuals, an evaluation service, and a plan of awards; or any system which makes use of rating charts. Compare handwriting specimens by mounting samples from letters and class papers. (3) Have a speech correction class for correction of speech defects, such as foreign accent. (4) Increase vocabulary and word power by a study of trite expressions, clichés, Malapropisms, figures of speech, etc. Keep a notebook of choice phrases encountered in reading. Study the vocabulary of such books as *The Thresher*⁴ to perceive the flavor of words derived from the setting. Study the origin of the English language. Study the derivation of words, sharing those with colorful, storied backgrounds with the student body by a series of bulletin board displays.

⁴ *The Thresher*, by Herbert A. Krause, Bobbs-Merrill, 1946.

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SOCIAL ARTS

Learn the niceties of social behavior in varied situations. Cultivate charm by attending social functions, engaging in conversations, studying etiquette and biography. Cultivate the art of letter writing. Be ready as individuals or small groups to entertain various types of groups on call. Strive for improved conduct in the auditorium, in the cafeteria, in the corridors, and at games. Set up imaginary banquets and practice the role of toastmaster and the giving of toasts. Campaign for courteous behavior among all students.

STUDY

Study various phases of consumer education. Invite a librarian to speak to the group on the use of reference books and how to read charts, maps, diagrams, graphs. Have a workshop in study methods. Provide quiet, regular, supervised study periods for the club or for all students during the school day, during the noon hour, during homeroom period, after school, or in the evenings. Discuss the worthy use of leisure time.

INVITATION TO LEARNING

Pattern meetings after the radio program called "Invitation to Learning," in which books are discussed by three or four people. Select books on personality. Decide upon the book to be discussed and announce it well in advance so that all club members will have had an opportunity to read it. Pamphlets from Science Research Associates and Consumer Education Study may be suitable beginnings for discussions.

Seek the aid of a librarian to prepare a reading list of books

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in which great characters are drawn. The list should be in two sections—biographies and novels. Students are to read books of their choice from the list, report to the group on the portrayal of character in the book, and discuss why the people of the book are memorable.

Let a student read orally at each of several meetings one of the *Reader's Digest* regular features called "My Most Unforgettable Character." Follow these meetings with some in which the students write similar articles out of their own experience.

In some communities it is possible to persuade adults to contribute their leadership in the personality club program. Someone who has been a professional model can teach girls good posture and carriage. A beautician might offer a course in the care of the skin and hair for girls of the club. A popular hostess of the town could reveal some of her secrets of charm and graciousness.

Boys are not to be neglected. Respected people can influence the attitudes and behavior of boys interested in improving themselves. The coach of a local baseball team could be invited to conduct several meetings on health and sportsmanship. One or more ministers could lead meetings emphasizing character traits. A juvenile court judge might hold impressive meetings on the subject of juvenile delinquency.

FOR FURTHER READING

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Crawford, John E. and Dorothea, *Teens—How to Meet Your Problems*, Women's Press, 1951.
Creative Personality, Funk and Wagnalls, 1950.
Duvall, E. M. *Facts of Life and Love for Teenagers*, Association Press, 1950.

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- Eckert, Ralph G. *Handbook on Parent Education*, Vol. XIX. No. 5. Nov. 1950, California State Department of Education, Sacramento.
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- Menninger, William C. *Making and Keeping Friends*, Science Research Associates, Chicago, 1952.
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- Shacter, Helen, *Getting Along with Others*, Science Research Associates, Chicago, 1949.
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- Shacter, Helen, *Into Your Teens*, Scott-Foresman, 1952.
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- Alliance for Guidance of Rural Youth, Department of Rural Education, NEA, Washington 6, D. C.
- Allied Youth (alcohol education), 1709 M St., N.W., Washington, D. C.
- American Humane Education Society, 180 Longwood Ave., Boston 15, Mass.
- American Legion, Child Welfare Division, 777 N. Meridian St., Indianapolis 6, Ind.
- B'Nai B'Rith Hillel Foundations, 212 Fifth Ave., Suite 1300, New York, N. Y.
- B'Nai B'Rith Youth Organization, 1746 M St., N.W., Washington 6, D. C.
- Boy Rangers of America, 740 Lexington Ave., New York 22, N. Y.
- Boy Scouts of America, 2 Park Ave., New York 16, N. Y.
- Boys' Clubs of America, 381 Fourth Ave., New York 16, N. Y.
- Camp Fire Girls, 88 Lexington Ave., New York 16, N. Y.
- Catholic Daughters of America, 10 W. 71st St., New York 23, N. Y.
- Civitan International, Comer Bldg., Birmingham 3, Ala.

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- Hi-Y, YMCA, 347 Madison Ave., New York 17, N. Y.
Junior Hadassah, 1819 Broadway, New York 23, N. Y.
Kiwans International, 520 N. Michigan Ave., Chicago 11, Ill.
Lions International, 332 S. Michigan Ave., Chicago 4, Ill.
National Catholic Welfare Conference, 1312 Mass. Ave., N.W., Washington, D. C.
Optimist International, 1721 Railway Exchange Bldg., St. Louis 1, Mo.
Pathfinders of America, 335 Bulkeley Bldg., Cleveland 15, Ohio.
Rotary International, 35 E. Wacker Drive, Chicago 1, Ill.
Sub Deb Club, *Ladies Home Journal*, Curtis Publishing Co., Philadelphia, Pa.
U. S. Junior Chamber of Commerce, Tulsa, Okla.
Y-Teens, YWCA, 600 Lexington Ave., New York 22, N. Y.

SCIENCE CLUBS

Scarcely another segment of academic pursuit offers such amplitude of opportunity for individual and group work outside the classroom as does science. The range of subjects is broad and deep. Printed materials are plentiful and every community abounds with resources for use. Social and economic implications may be dealt with. Countless correlations with other work can be effected.

Desirable Outcomes

- To supplement factual information of the classroom.
- To stimulate research and experimentation.
- To provoke thought.
- To train in deductive and inductive methods of reasoning.
- To explore modern applications of science.
- To perceive science in everyday life.
- To view vocational and avocational opportunities.
- To understand the effect of science on the socio-economic structure.
- To formulate a personal philosophy of life.
- To recognize the implications of scientific advance in international relations.
- To develop powers of observation.
- To love nature.

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To appreciate and be able to adjust to any natural surroundings.

Popular Names

Microphone, Galileo, Pelican, Audubon, Burbank, Muir, Mendelian, Beaker Breakers, Bunsenites, Bunsen Burners, Euclid, Exponent, Projecteers, Cyclotron, Junior Scientists, Einstein, Slide Rule, Thinkers, Explorers, Keynote, Mortar and Pestle, Experimenters, Alchemists, Molecule Madcaps.

Suggested Activities

ASTRONOMY

Bring books and lectures to life by constructing and using a small telescope; visiting a planetarium and using a large telescope; reporting on new astronomical discoveries; studying the constellations at outdoor meetings. Science fiction on interplanetary travel, flying saucers, etc., can be discussed.

BOTANY

Field trips are the core of the botany club activities. Gather specimens of weeds of the area and learn methods of control and eradication. Collect and mount specimens of flowers and leaves for elementary school museums. Go to an arboretum. Collect seeds.

Raising plants for study is a continuing club project. Have a lily pool on the school grounds or at a member's home. Raise test plots of alfalfa, clover, soy beans, and other leguminous crops. Start vines and shrubs and distribute them to the schools of the city or use them on the campus. Plant a me-

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morial rose garden on the campus. Take care of the school greenhouse. In the school hothouse raise chrysanthemums for Thanksgiving, poinsettias for Christmas, tulips for Valentine Day, lilies for Easter. Sell cut flowers and potted plants. Raise flowers for graduation or other special events. Force flowers so that bouquets heralding the seasons may always be placed in the library or every classroom; for example, daffodils and pussywillows as a Preview of Spring. Encourage individual projects like raising orchids, African violets, etc. Encourage experiments with cross pollination of tomato plants, grafting of roses or fruit trees.

Club members will be interested in related activities. Those who collected seeds or leaves or flowers may wish to make pretty trays using their specimens under glass. Those who raised herbs will want to study further about medicinal herbs or try cooking with aromatic herbs. Some will want to study bacteria cultures or delve further into plant pathology because they have observed the effect of tree diseases. Those who studied stems may want to find uses for straw or discover which plants have possibilities for yielding rubber. Molds and their medical value will interest some. Special studies of parasites or saprophytes will attract some students. Others will want to try microphotography.

CHEMISTRY

Reading books and magazines on scientific subjects and the lives of great scientists is a part of any chemistry club's work. But study and observation of the application of chemistry to everyday life is much more fascinating to an eager student for whom the doors are beginning to open. Clubs may engage

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in activities like these: (1) Study the chemistry of consumer products and show the effects of advertising on the buying public. (2) Make a study of scientific crime detection. (3) Test spring water in the picnic area, water from the municipal pool, water from the fountain, water from a farm, water from a polluted stream. Observe city health officers test milk. See school officers test coal for British thermal units. (4) Try color photography of chemical reactions. (5) Plan a series of simple chemical experiments for the entertainment and enlightenment of elementary or junior high school children. (6) Demonstrate to a woman's club how to test for type of cloth, how to remove spots of many kinds from fabrics, how cosmetics are made. (7) Make a study of patent medicines—their history, contents, and claims—and the attitude of the government and the medical profession toward them. (8) Observe the work of a hospital dietician with calories. Study diets. (9) Study various drugs and their immediate and eventual effect on users. Read fiction on the subject. Read of the work of the T-Men in combating illicit trade in drugs. Make surveys of penal or mental institutions to determine the extent to which inmates were drug addicts. (10) Invite industrial chemists to speak about the chemistry of common household products such as soap, wax, cleaners, etc. Call a series of meetings on products developed by research in one company such as DuPont—plastics, anti-freezes, cellulose products, coal tar products, drugs, paints, etc. (11) Use one of these themes for the year's meetings: Cavalcade of Chemistry, Chemistry and the Farmer, Better Living Through Chemistry, Chemistry and Merchandising. (12) Conduct an experiment in which the effect of an ordinary phosphate fertilizer and one of the

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new plastic compounds is observed. Growth of a few plants or the yield of test plots under the two treatments and the normal soil condition could be compared.

GEOLOGY

A study of gems from India or Brazil—their natural state, their location, their processing, their histories, their comparative values—may be exceedingly engaging, but the earth underneath the community has even more wonders to reveal to the geology student. The club should take excursions to excavations, eroded areas, an oil well, bare rock strata, sand pits, clay pits, and stream beds to identify strata and collect specimens. There is always interest in the search for fossils, shells, and leaf prints in dry stream beds, coal pits, arroyos, and excavations. Exploring the caves of the area is challenging. Touring mines of various kinds is a suitable club activity. If the area was covered by glacier or sea, study evidences of it today and the effect it has had on the social and economic condition of the region. As a service to the school and succeeding members, catalogue and classify the accumulated rock collection of the years. Non-members would enjoy seeing a topographic map of the region with geologic diagrams. Some students may wish to study prehistoric life, make clay models of dinosaurs, and exhibit them interestingly and informatively for the entire school.

MATHEMATICS

Neat figures and letters on paper are not enough for the mathematical-minded student. Vary the meetings with exercises in mental arithmetic topped off with mathematical fun in the form of puzzles. Publish a math paper containing fea-

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tures on famous mathematicians and statistical information.

Make mathematics modern. Study aeronautical mathematics. Discover the extent to which mathematics appears in nature. For example, what geometrical forms are found in snowflakes and microstructures of minerals?

Apply mathematics to the life of the students. Have a Christmas party or a very sophisticated party with geometrical decorations. Survey a picnic area, a location for a ball diamond, the site for the new stadium. As a group project, make a first-hand study of Geometry in Everyday Life, to which individuals contribute: geometry in flags, bridges, transportation, pottery and china, fabrics, paper, homes, windows, toys, games, essays, etc. Construct model houses. Go on excursions to bridges, trestles, blue print laboratories, drafting rooms, construction projects. Accompany a surveyor on a job. Have an architect or draftsman demonstrate the use of the slide rule in rapid calculations. In consumer mathematics survey the earning and spending habits of the students, hidden tuition, hidden taxes, cost of advertising. Discover to what extent mathematics are used in sports.

PHYSICS

The interests of physics club members are so varied that if separate clubs are not feasible for special interest fields, it may be advisable to divide the year's work into units, much like those of the classroom.

Some will be interested in light. Investigate the effect of light on sight. Use birds, snakes, insects, and humans to differentiate the types of sight and forms of eyes and eyelids; the blind fish of Mammoth Cave, the mole, the owl to illustrate adaptation to environment. Use light meters to measure

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schoolroom lighting and determine its adequacy. Learn the technical aspects of lighting in photography and movie production.

Others will want to study sound. Engineer the sound equipment for assembly and other occasions. Repair damaged equipment. Visit the telephone office. Secure a license and operate an amateur radio set.

Electricity will be preferred by many. Learn and practice the Morse Code. Demonstrate freaks of electricity for an assembly. Visit the municipal power station to see the turbines. Study magnetic fields by means of small bar magnets and circular magnets. After the patterns of attraction are known, combine magnets and make pictures with iron filings. Photograph the pictures and exhibit them with explanatory legends.

Natural phenomena is a subject that will occupy many. Visit the nearest weather station. Visit the airport to observe meteorological work. Set up an amateur weather station, man it, and publish reports by radio, bulletin, or press. Study cloud formations and be able to illustrate them. Learn how to predict weather by the clouds. Make an exhibit of Indian and pioneer methods of predicting the weather. Study the various types of storms.

An atomic energy unit will be in demand. Show movies and slides of the Bikini or Yucca Flat bomb test. Read about the dangers of working with atomic energy and the protection given workers in the plants. Build a model of a cyclotron. Examine and use a Geiger counter. Compile a handbook of Civil Defense for distribution to all students. Discuss constructive uses of atomic energy.

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ZOOLOGY

Field trips are essential to any lively zoology club. Make the greatest possible use of community resources. If you are near water, explore the ocean floor by a glass-bottomed boat. If you are near a wooded area, observe birds. Other locales are rich with insect life. Some regions abound with small animals like beavers and muskrats. Take advantage of beehives kept by farmers. Museums offer a wealth of material for study. The zoo with the help of the zoo keeper could be a base of the club's activities for the entire year. Visit farms, ranches, and plantations. Go to a lake in the evening and listen to the concert of insects and frogs.

Supplement the field trips, study meetings, and laboratory work with lectures. Invite representatives from museums, the Audubon Club, and the Izaak Walton League to speak.

Individual projects might include an aquarium or experiments with animal nutrition. A student may want to limit his project to tropical fish or alligators. The group could undertake a study of poisonous snakes and insects and of germ carrying insects of the United States. An interesting display would be possible for the student body on this subject. Try making moving pictures of a dissection or other experiments. Take colored movies or still photographs of wild life in its natural state.

GENERAL SCIENCE

There are many projects which involve more than one science or more than one group of students. Such projects as the following are of interest to general science clubs or science survey groups.

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Apply science to art. Discover the beauties of the micro-structures of snowflakes, steel, jellyfish, leaves, etc., under the lens and use those patterns in designs for fabrics; use the colors of sea shells in developing room decoration, a painting, or a wardrobe.

Manage the audio-visual library for the school. Keep all equipment in repair. Operate the projectors for the classes.

Criticize from a scientific standpoint literature, comics, and movies dealing with stratospheric flights, trips to the moon, life on the planets.

Publish a general science magazine containing current scientific news, digests of articles in scientific journals, reviews of scientific books, reports of meetings of scientists, research findings of club experiments, and original science fiction of students.

Keep abreast of technology through advertisements, articles, and books. Make the student body aware of the romance of science in business and industry and in the life of the individual today.

Dramatize great scientific discoveries for assembly programs. Madame Curie's discovery of radium, Thomas Edison's invention of the electric light, Walter Reed's experiments to find the cause of tropical fevers, and Luther Burbank's plant mutations are dramatic examples.

Adopt the theme "Nature Had It First." Study, observe, and collect specimens and make models and drawings to show how man took ideas for the hypodermic needle, flight, electricity, submarines, poison gas, trap door, intoxication, poison, amphibious boats, Communism, Socialism, war, music, vaccination, and the camera, from nature.

Let Science in Safety be the theme for the year's investiga-

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tion. Discover how science has made the world safer from fire, water, lightning; how traffic, buildings, clothes, furnishings, and food have been made safer by science.

SCIENCE FAIR

Establish a science fair to be held annually. Encourage students from all science classes to contribute exhibits. Hold open house in the science department for the student body and the public to view the displays and demonstrations. Offer blue ribbons for winning exhibits in each field. Standard factors and points on which the exhibits are judged are as follows: scientific thought, 25 points; advancement of science, 20 points; ingenuity of construction and skill of workmanship, 15 points; social implications, 10 points; originality of concept, 10 points; thoroughness, 10 points; timeliness, 5 points; and dramatic value, 5 points. A science speech contest may be held in connection with the fair. There will be great variety of entries. There will be demonstrations of model jet planes, cross pollination, and butterfly collections.

SUMMER TRIPS

Charter a fifty-foot cruiser, if you are near water, or urge the civic clubs to provide one each summer or vacation period; and utilize the shore, the reefs, the islands, the fjords as a marine laboratory. Study and collect specimens of mollusks, coral, sea weed, fish, birds, rocks, plant life. Learn the principles of water transportation. Gather a wealth of history and folk lore along the way. Become acquainted with fisherfolk. Prepare specimens for the science laboratory the following year and augment individual collections as well as the school

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museum. The Sea Scouts may be prevailed upon to assist the crew.

If you are land-bound, plan a series of week-end camping trips or a summer camping trip some distance away. The various science clubs might own a cabin jointly. Groups could go together or take turns using the cabin. The astronomy group could study the stars one week-end; the geology group, rock formations another; the botany group, *flora*; the zoology group, *fauna*.

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Olmsted, J. M. D. and E. H. *Claude Bernard and the Experimental Method in Medicine*, Henry Schuman, 1952.
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ADDITIONAL SOURCES OF INFORMATION

- American Association of Physics Teachers. R. F. Paton, University of Illinois, Urbana.
American Chemical Society, Division of Chemistry Education. Paul H. Fall, Hiram College, Hiram, O.
American Institute of Science and Engineering Clubs, 60 E. 42nd St., New York, N. Y.

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- American Nature Study Society, P. O. Box 1078, Chapel Hill, N. C.
Association of Geology Teachers. Katherine F. Greacen, Milwaukee-
Downer College, Milwaukee, Wis.
Automobile manufacturers such as Ford and General Motors, Detroit.
Botanical Society of America. John S. Karling, Purdue University, La-
fayette, Ind.
Central Association of Science and Mathematics Teachers. Cecilia J. Lauby,
School of Education, State University, Bloomington, Ind.
Comstock Publishing Co., 124 Roberts Pl., Cornell Heights, Ithaca, New
York.
E. I. DuPont de Nemours and Company, Advertising and Public Relations
Departments, Wilmington, Del.
General Electric, Publicity Department, Schenectady, New York.
General Mills, St. Paul, Minn.
Junior Academy of Science (states)
Metropolitan Life Insurance Company, 1 Madison Ave., New York.
National Association of Biology Teachers. J. P. Harrold, 110 E. Hines St.,
Midland, Mich.
National Audubon Society, 1000 Fifth Ave., New York 28.
National Science Teachers Association, NEA, Washington 6, D. C.
Oil Companies
Science Clubs of America, 1719 N St., N.W., Washington, D. C.
Society of American Foresters, 825 Mills Bldg., Washington, D. C.
Westinghouse School Service, 306 Fourth Ave., Pittsburgh, Pa.

SERVICE CLUBS

Many students are not interested in dramatics, music, sports, or other activities, but they do enjoy serving the school in some capacity. Some like to work in the school's administrative offices, while others prefer to assist the nurse and doctor in the health room. Some like to manage concessions or work in the cafeteria, while others enjoy planning assembly programs or managing the equipment for audio-visual programs. Some like to conduct the social affairs of the student body; others are enthusiastic about charity drives. There is no better way to build school spirit than to have everyone busy, everyone contributing constructively to the life of the school.

There are students who are handicapped and cannot participate in the dance club or the speech club and are unable to enjoy an art or literary club. They feel left out of things at school. A job as curtain puller for assemblies or as clerk of the bookroom will instil self-respect and pride. The care of a science laboratory or responsibility for the sports equipment for the team will win the respect and fellowship the student needs.

The service club develops leadership and civic responsibility. It promotes loyalty to the school and a social consciousness for the welfare of others. The enrollment and program of the school will determine the number of service clubs, their degree of specialization, and their permanence. In some

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cases the honor society, the council, the music club, or other clubs assume service activities in addition to work related to their special interests. (*See also Honor Societies.*)

Desirable Outcomes

- To promote unity, loyalty, strength.
- To foster mutual fellowship and aid.
- To develop and utilize leadership.
- To urge participation in constructive activities for school and community.
- To develop initiative, dependability, and responsibility.
- To foster school spirit.
- To serve as a cohesive element in school life.
- To get actual practice in management of activities.

Popular Names

Canteen, Cinema, Projectionists, Patrols, Leaders, Corps, Aides, Gavel, Reel Lites, Gaveliers, Cavaliers, Cross Cut, Key, Central Big Brothers and Sisters, Pep, Majorettes, Booster, Round Robin, Colleens, Talent Incorporated, Service Council, Ad, Colonnade, Holiday, Survey, Crusaders, Pax, Fax, Samaritan, Minute Men, Kilroy, Potpourri, Silver Screen, Et Cetera, Kris Kringle, Friday Nite, Chess and Checkers, Puzzle, Teensters, Fellowship, Pine Room, Paul Bunyan, Elsa Maxwell, Seventeen, High Hat, Nite Owls, Spinsterettes, Mardi Gras, Sub Deb, Vagabonds.

Suggested Activities

The service club will find more things to do from the list of business, general welfare, personal, public relations, and

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social services below than it can manage. Several service clubs should be set up to meet various needs. Service clubs may be either permanent or temporary organizations, depending upon the need. The secret of a service club's success is its vital work. Therefore, a club should be created and continued only as it is needed.

BUSINESS

A service club may help with hearing tests, assist in the speech clinic, score achievement and psychological tests, help at the dental clinic, assist during physical examinations, give assistance in reading speed tests and make-up tests. Members can keep the point system records, record data on permanent record cards, act as receptionists, answer the office telephone. They might work in the school bank, manage the textbook center, grade papers for teachers.

GENERAL WELFARE

1. Hold a leadership class to be attended by student officers.
2. Conduct parents' night, open house, and visitation days.
3. Welcome new students as a hospitality committee. Serve as freshman guides.
4. Act as hosts for teachers' meetings.
5. Provide midmorning lunch.
6. Provide noon hour recreation of music, dancing, games, study, records, movies, plays.
7. Manage concessions.
8. Be on duty for storm and defense emergencies.
9. Have a checking booth for school events.
10. Campaign for safety at home, on the farm, swimming, driving, hunting, working, sun bathing.

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11. Band together as entertainers for school clubs.
12. Promote good sportsmanship. Develop new cheers and songs.
13. Form a work crew for the cafeteria.
14. Form hall and street squads for traffic duty.
15. Aid in the school laboratories, stockroom, bookroom, lobby.
16. Decorate the social room, the club room, the health room.
17. Help with gym activities by correcting posture, refereeing sports, leading games, caring for equipment.
18. Manage uniforms, equipment, and transportation for games "away."
19. Maintain a first aid station.
20. Sell tickets and usher for evening auditorium functions.
21. Prepare flag twirling or baton shows for half time at games.
22. Keep in touch with the alumni.
23. Engineer the sound equipment and projector for audio-visual programs.
24. Give help in the sight saving classes.
25. Plan the year's assembly programs.

PERSONAL

Services to the individual are numerous. The club might provide ballroom dancing or square dancing instruction so that shy students participate in social affairs more readily. Putting a supply box in the corridor, where students may borrow pencils, ink, and paper, saves much annoyance. The group might offer tutorial services for students who have been absent or who are having difficulty with a subject. Establishing a lost and found desk would be appreciated by the students.

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Presenting senior girls with flowers to wear on May Day as a token of friendship is a nice gesture. The group could operate an employment bureau for after-school and Saturday work. Services of a confidential nature such as the granting of small emergency loan funds may be established.

PUBLIC RELATIONS

1. Make collections of clothes, fat, metal, paper. Distribute clothing, baskets, toys.
2. Assist with fund raising drives for polio, cancer, heart disease, etc.
3. Serve as recreation leaders for elementary and junior high schools, community playfields, and summer camps.
4. Be baby sitters during PTA meetings and school programs for the public.
5. Help at the local nursery school for working mothers.
6. Care for the living war memorial.
7. Make Easter baskets and goodies for the children's hospital.
8. Act as junior hospital aides.
9. Maintain a geranium fund for the sick.
10. Present programs for shut-ins and homes for the aged.

SOCIAL

Provision for wholesome recreation for young people is a big job not to be done haphazardly. A knowledge of special techniques for recreation leaders is an asset. A sensible view of the school calendar is imperative. Expense is not a small consideration. A varied program is advisable. A comprehensive and attractive social program under school supervision combats juvenile delinquency and divisive elements such as secret

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societies. Therapists regard social activities as the highest type of motivation for the elimination of foreign accents and some physical disabilities. There is considerable evidence that social activities are of great benefit to students with oral and aural defects in overcoming introversion and preoccupation with their deficiencies. Psychological studies show that the adolescent seeks status among his peers to feel secure. Where can either the normal or the exceptional child acquire those feelings of belonging and accomplishment so necessary to him in a more natural way than in social activities? Social clubs as such are frowned upon, but the service club can provide social activities for the student body which will effect a pleasant and wholesome environment, minimize the cost of social life to the individual, introduce both quiet and active amusements that have carry-over value, infuse a spirit of camaraderie, set the stage for training in the niceties of social behavior, determine bases for the appraisal of commercial entertainment, and satisfy the gregarious instinct and the desire for boy-girl relationships under supervision.

Conduct a survey on the recreational habits and needs of the student body. Discover the work schedules and study practices of the students. Ascertain the frequency of delinquency of students, the extent of vandalism on school and public property, the provisions of local agencies for activities outside school hours, the movie and radio habits of students. Study recreational leadership.

Armed with this body of information, you are ready to proceed with the establishing of a broad social program, not for the club alone but also for the entire school. Plan varied recreational activities that fit the hours and the interests of the students. Campaign for wide participation in the program.

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Seek the aid of parents as chaperons. Petition moving picture houses to show films of better types. Enlist the cooperation of the public library in opening its doors in the evening or adding a young people's room or alcove or patio or teen-age books or publicizing its offerings more attractively for particular problem groups. Ask the School Board to purchase games and equipment. Secure the help of local leaders on some occasions.

The number of activities, the diversity of types, the expense, the schedule of affairs—all will differ from urban to rural communities. In any case, it will be necessary to guard against the program's becoming burdensome to the members and routine to the students at large. The most complete aid for the social program of the school is *High Times*.⁵

FOR FURTHER READING

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Thompson, N. Z. *Vitalized Assemblies: 200 Programs for All Occasions*, E. P. Dutton, 1952.

ADDITIONAL SOURCES OF INFORMATION

American Association of Social Workers, 130 E. 22nd St., New York 10, N. Y.

American Association of Workers for the Blind, 15 W. 16th St., New York 11, N. Y.

American Camping Association, Rm. 1802, 343 S. Dearborn St., Chicago 4, Ill.

American Cancer Society, 47 Beaver St., New York 4, N. Y.

American Friends Service Committee, 20 S. 12th St., Philadelphia 7, Pa.

American Heart Association, 1775 Broadway, New York 19, N. Y.

American Junior Red Cross, National Headquarters, Washington, D. C.

American Parents Committee, 52 Vanderbilt Ave., New York 17, N. Y.

Big Brothers of America, Broad Street Station Bldg., Philadelphia 3, Pa.

⁵ *High Times: 700 Suggestions for Social Activities*, by Nellie Zetta Thompson, E. P. Dutton, 1950.

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- Community Chests and Councils of America, 155 E. 44th St., New York 17, N. Y.
- Cooperative for American Remittances to Europe (CARE), 50 Broad St., New York 4, N. Y.
- Cooperative Recreation Service, P. O. Box 333, Delaware, Ohio.
- Girls Service League of America, 138 E. 19th St., New York 3, N. Y.
- Knights of Columbus (Catholic), 45 Wall St., New Haven 7, Conn.
- National Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago, Ill.
- National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y.
- National Publicity Council for Health and Welfare Services, 130 E. 22nd St., New York 10, N. Y.
- National Social Welfare Assembly, Youth Division, 134 E. 56th St., New York 11, N. Y.
- National Tuberculosis Association, 1790 Broadway, New York 19, N. Y.
- Play Schools Association, 119 W. 57th St., New York 19, N. Y.
- Save the Children Federation, 80 Eighth Ave., New York 11, N. Y.
- United Council of Church Women, 156 Fifth Ave., New York 10, N. Y.
- Zonta International, 59 E. Van Buren St., Chicago 5, Ill.

SPEECH CLUBS

Developing orators is no longer the primary concern of speech groups. Rather, the goal has become one of perfecting the speech of every individual to the point at which he is at ease in any oral communications situation from telephone chatter to banquet conversation, from job application to impromptu classroom talk, from party patter to formal public platform speech. The goal is proficient speakers rather than platform speakers. Topics are no longer hemmed in by the controversial issues of the major political parties to prepare a young man for his seat in Congress. Live issues, areas of special interest, toasts, and business procedures—all are themes today—all are meant to assist youth in his adjustment to life as an independent citizen. It is notable, also, that emphasis has swerved away from the argumentative forms of speech presentations to the dynamic, problem solving, town hall type. Debating teaches advocacy; discussion teaches inquiry. Inquiry should precede the advocacy of an opinion. Both have a place in a democracy. Persuasive speaking, extemporaneous speech, and debate place more emphasis on having an audience than was true in the past. The contest has been largely replaced by the clinical festival. Time may be found outside the classroom for corrective work on speech defects if the services of a clinic are not available within the system.

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Desirable Outcomes

- To improve oral communication generally.
- To correct speech defects.
- To develop poise in any social situation.
- To enable the individual to take his rightful place and make his voice heard as a citizen.
- To lay foundations of good speech for vocational use.

Popular Names

William Jennings Byran, Silver Tongues, Churchillians, Toastmasters, Forum, Speakers Bureau, Town Meeting, Radio, Panel, Commentators, Filibuster, Rostrum, Mike-masters, Choric Choir.

Suggested Activities

COMMUNITY SERVICE

Speeches are better if they are really purposive, not mere exercises. Seize upon every opportunity for speaking engagements in the school and community. Provide a toastmaster or a master of ceremonies for school functions upon request. Take part in open forums and panel discussions of the PTA or the PTSA. Give impromptu speeches before luncheon meetings of service clubs. Speak before civic clubs on such topics as Atomic Energy, the Pick-Sloan Plan for Flood Control on the Missouri, youth problems, national campaigns for savings bonds or blood donations, the school bond issue. Form a speakers bureau to represent the Community Chest or other group before school and local groups. Preside at school assemblies, introduce speakers, present discussion programs, and

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make announcements. Report to homerooms by the public address system or personal appearance. Present an assembly on the topic, "Listen Intelligently." Have talks or panels on propaganda, news commentaries, commercials, letters of criticism to radio stations. Follow up the assembly by distributing to all homerooms a "Guide to Better Listening" which has been prepared and mimeographed by the group.

BROADCASTS

There is a place for the efforts of speech students on the school broadcast band or the school hour on the local radio. (1) Broadcast to the cafeteria a quarter-hour series of humorous original scripts of Henry Aldrich type for noon-hour entertainment. Have a disc jockey program of popular music interspersed with advertising of school clubs for another fifteen minutes during the lunch period. (2) Each morning broadcast an Early Bird program of news of the world for early arrivals at school or for homeroom periods. Hold devotional services each morning. Plan patriotic opening exercises every morning. Alternate news, devotions, patriotic exercises, and announcements. (3) For the library or for those who must await transportation after school, read poetry against a musical background, poetry from the school anthology, or a short story. (4) For an assembly program the club can demonstrate radio techniques by airing a round table discussion or presenting a microphone debate. (5) Club members may participate in inter-school forums, which are broadcast by the local station or the school radio. (6) On either the school or local station, club members may be called upon to campaign for seal sales, clothing drives, etc., or to advertise forthcoming plays or operettas. Some members may be capable of

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reporting a football game or basketball game play by play as a sports reporter. Some may be able to give talks in foreign languages. (7) One or more may go regularly to the local station to report school news for the public and to interview outstanding students and teachers. Programs could also demonstrate the work of various school groups by carefully prepared scripts and the assistance of students from those groups. (8) Adventure stories may be read or told for an entertaining program. These could be selected to please adults or young people for evening listening. (9) A Saturday story hour for children might be broadcast.

RECORDINGS

Very challenging to a speech group is the production of stories and dramas for children on records, tape, or wire. This will entail not only a study of children's literature but also a study of the special techniques used in story telling and acting for children; not only the technical aspects of production but also the time and business arrangements for recording as well as for use in the library, kindergarten, and home.

First, determine the age group to which you wish to cater. Study the children themselves, their vocabularies, their interests. Ascertain the need and desire for particular stories by librarians and teachers. Set a date for completion and a schedule for productions and use.

Then grapple with the immediate problem of selection and preparation of the story, sound effects, timing, and speech itself.

If the club each year adopts the same project, a valuable library of discs, tape recordings, wire recordings, or tran-

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scriptions can be acquired for the kindergartens, children's and young people's libraries, and Sunday Schools of the city.

VERSE CHOIR

Present a poetic drama such as *The Bomb that Fell on America*, by Herman Hagedorn. The group may prefer to prepare its own script and arrange it for choric reading. A combination of original narration and choral response of quotations from great poetry or prose is effective, especially if fitting musical background and bridges are used.

READING, WRITING, LISTENING

There are many collections of speeches which a club could read silently and discuss. The structure and phraseology are the chief things to notice. Practice in outlining several types of speeches is valuable in connection with some of the reading.

Drafting an outline and writing speeches of specific kinds or on selected topics are possibilities for the speech club. Some of the speeches could be delivered. Some could be prepared as contest entries or festival entries. The best speeches of the year might be mimeographed and bound for the library. Prize-winning speeches might be tape recorded for future classes to hear.

Listening to good speeches is a constructive activity. The club should plan to hear radio speeches and listen to televised discussions as they are scheduled. A critical analysis of the structure of the speech, its content, and its delivery should follow. The club should have a library of recorded speeches which it can use similarly.

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TALKING

Speech club members will find many opportunities for talking in the visual program of the school. Students can serve as narrators for the showing of slides, slidefilms, silent films, demonstrations, and exhibits.

Practicing and teaching parliamentary procedure to student officers is a worthwhile project. Actual discussions utilizing parliamentary procedure get better results than a memorization of rules and mock meetings.

The speech group could initiate a series of short talks for homerooms on the subject, "This Is Our State." Speakers might move from one homeroom to another each week until all rooms have heard the complete series on regions or products.

To acquaint listeners with geographic areas of the world, plan a series of travel talks. Encourage "photographing with words" but do not discourage the use of illustrative materials by the speaker. Responsibility should be rotated, one to three students each meeting.

Story telling in the form of a Christmas story hour is enjoyable. Prepare such stories as Robert P. Tristram's *Christmas in Maine*; Jan Struther's *Three Stockings*; William M. Thackeray's *The Mahogany Tree*; and O. Henry's *Gift of the Magi*.

Acting as guides for tours of the school is a worthy project for speech students for such occasions as American Education Week, teachers convention, music festival, basketball tournament, and rural visitation day. Talks on points of interest should be thoroughly prepared. The guides ought to have a fund of information in reserve for questions that arise. The

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project may be extended to include a similar guide service for the points of interest in the city for foreign exchange teachers, service men, new students and teachers. It may take the form of "A Historical Tour of Denver" or "A Nature Hike in City Park" or "Valley Beautiful."

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- Committee on Debate Materials and Interstate Cooperation, National University Extension Association. Bower Aly, Secretary, University of Missouri, Columbia, Mo.
Federal Radio Education Committee, U. S. Office of Education, Washington 25, D. C.
Junior Town Meeting League, 400 S. Front St., Columbus 15, Ohio.

A CONSTRUCTIVE PROGRAM OF ACTIVITIES

National Forensic League, Bruno E. Jacob, National Secretary, Ripon, Wis.
National Scholastic Radio Guild, 351 Fourth Ave., New York 10.

Ohio State University, Speech Department, 205 Derby Hall, Columbus 10,
Ohio.

Speech Association of America (NEA), J. H. McBursey, Northwestern
University, Evanston, Ill.

U. S. Junior Chamber of Commerce, 1771 N St., N.W., Washington 6,
D. C.

TRAVEL CLUBS

For many groups, their wanderlust must be satisfied within the environs of the school. They can have a surprisingly profitable experience in seeing their native area through new eyes. They can travel the seven seas by means of books. Those fortunate groups, increasing rapidly in number, which are permitted to travel, need preparation before they start on a tour. To make travel truly educational, there should also be provision for evaluative experiences following the trip. Every part of the trip should be planned thoroughly and guided step by step. Travel is often an extraclass activity of the social studies department, but educational trips are also planned by such groups as the senior class and the honor society. Nevertheless, travel clubs have a place in this day of mobile population and international-mindedness. (See also Foreign Language Clubs.)

Desirable Outcomes

- To explore and appreciate the locale.
- To interpret the locale to visitors.
- To know America.
- To enjoy travel vicariously through audio-visual means.
- To penetrate father horizons by means of reading.
- To develop imagination.

A CONSTRUCTIVE PROGRAM OF ACTIVITIES

To deepen sympathetic understanding of the world's peoples and their customs.

To offer a setting for improving the facility for conversation, platform speech, and passive listening.

To plan real trips.

To evaluate travel literature.

To plant a wish to travel.

To know how to buy travel wisely.

Popular Names

Armchair Travel, Bike, Hostellers, Trail, Jolly Journey, Arkansas Travelers, Globe Trotters, Open Road, Counterpane, Tradewinds.

Suggested Activities

LOCAL EXCURSIONS

Enter into the regular program of guided tours of the park system. Plan bicycle excursions on Saturday mornings for exercise, sociability, nature study, air, and good food. Invite parents to join the club in a tour of the city in a chartered bus on Sunday afternoon. Take supervised and guided tours of educational institutions, industries, museums, art galleries, religious institutions, zoo, aquarium, market, arboretum, botanical gardens. Visit the airport, a coal mine, a reclamation project, an irrigation dam. Take field trips to fruit belts, fisheries, nurseries, fairs. Tour a ranch on horseback. See natural wonders in the surrounding area—caves, rock formations, falls. Hike on marked trails like the Appalachian Trail. Take a geological camping trip. Visit a timber area and ranger station. Plan day camps, overnight camps, summer camps.

YOUR SCHOOL CLUBS

EXTENDED TRIPS

Make an industrial tour of one or more large regions and compare living standards of the areas visited. Tour historical areas. Visit Williamsburg, New Orleans, Washington, San Francisco, Seattle, Boston, or Philadelphia during spring vacation. Cycle through New England and become steeped in Colonial lore. Depending upon language interests, travel to Mexico, Cuba, or Canada. The time may be the Christmas holidays or the summer vacation period, according to the length of the trip and allowance of expense. Hostel in the United States or abroad during the summer, using bicycles and canoes. Work on a freighter or at a lodge in a national park during the summer to travel and defray expenses at the same time. Attend summer school in the Rockies or at some distant point. Attend conferences for young people during the summer. For foreign travel utilize the services of reliable agencies and organizations. Globe-trotting is not a dream among students. Chartered buses crisscross the country filled with young people and their advisers. Planes cross the borders south and north with student visitors. Many take advantage of inexpensive hosteling in the United States and abroad with experienced leaders. Colleges and organizations are offering an increasing number of plans for travel abroad and living abroad for a limited period. Some schools have regularly scheduled trips for every vacation period. The travel club might plan trips for its own members or it may enlarge its plan to include all interested students. Financing is both individual and group.

A CONSTRUCTIVE PROGRAM OF ACTIVITIES

GUIDED TOUR

If you are interested in travel for rather large groups, see your local railway and bus agents. They will be glad to provide information about plans for guided tours at special rates on their lines. If your school has buses, the problem may be simplified and the cost reduced if arrangements are made by the club itself.

Travel to historic places or to contrasting geographical regions requires the most thorough preparation. The groundwork should be laid by reading books, seeing travel films, listening to lectures, and interviewing townspeople.

Prior to departure, detailed plans for trip schedule, mail, emergencies, chaperonage, lodging, food, clothes, behavior, safety, health, etc., must be duplicated for both travelers and their homes.

Though a guidebook of highlights is prepared in advance, the trip needs an informed leader to point out things along the way. Interpretation of the socio-economic conditions is as important as seeing the sights. The understanding of the history of the country does not come solely from viewing monuments and markers. Someone needs to draw together the vicarious learning and the sensory impressions into a thread of understanding.

Although minutely detailed plans are drawn in advance, only the actual entering of a hotel or restaurant, the use of stations and transportation systems, etc., will make a well-traveled man. Provisions should be made for varied youthful interests: the past, the land, wild life, and technology; collecting specimens, keeping diaries, and writing cards.

YOUR SCHOOL CLUBS

Evaluation of the trip upon return, still or moving pictures, and reports to succeeding classes are beneficial.

Such trips are frequently financed by individual payments, by school funds, with money raised by group projects, or by a combination of these.

VICARIOUS TRAVEL

The travel club should have a large travel library. Individual reading might be shared at club meetings. Students might wish to do related reading on customs or industries for a broader understanding. Occasionally club members might "travel" to the same place via different authors and then compare their impressions. The travel club should have access to such magazines as *National Geographic*, *Travel*, and *Holiday*. Travel films should be available to the club. For some club meetings invite speakers such as displaced persons, missionaries, officials, and pleasure or business travelers to tell about their adventures. Correspondence with foreign students is another way to learn about a country. These methods of vicarious travel are thoroughly enjoyable and the imagery resulting is quite vivid.

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Also see books by William O. Douglas, Richard Halliburton, Lowell Thomas, and others. Refer to particular area in *Cumulative Book Index* and *Reader's Guide*.

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American Youth Hostels, Northfield, Mass.
Bureau of University Travel, 11 Boyd St., Newton, Mass.
Chambers of Commerce (local)
Esso Touring Service, 15 W. 51st St., New York 19, N. Y.
European Travel Commission, 115 E. 53rd St., New York, N. Y.
Experiment in International Living, Putney, Vermont
Greyhound Lines and other bus lines
Pan American Airways and other air lines
Railroads
State Planning, Development, and Highway Commissions
Travel Agencies
Universities sponsoring educational tours



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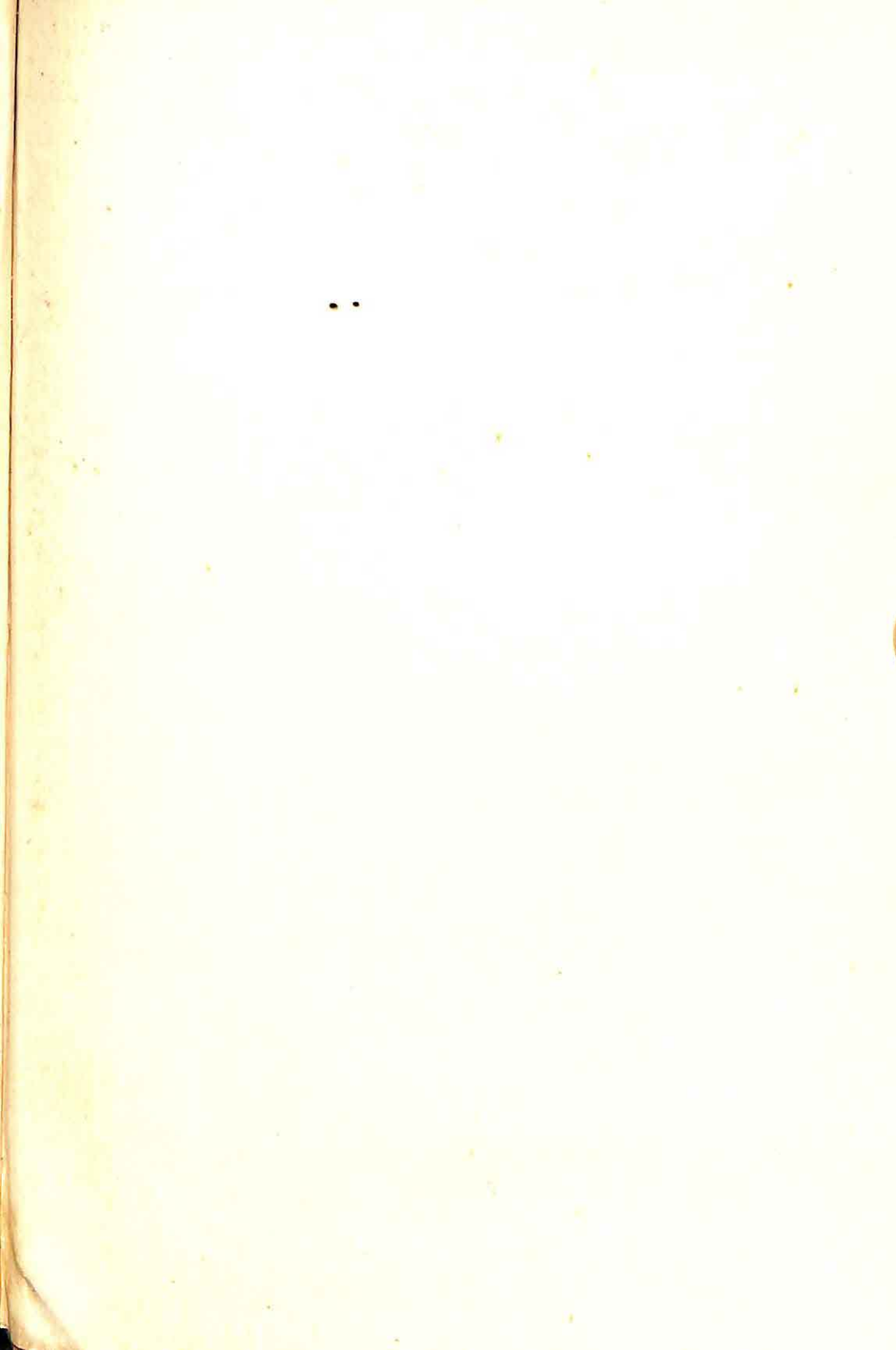
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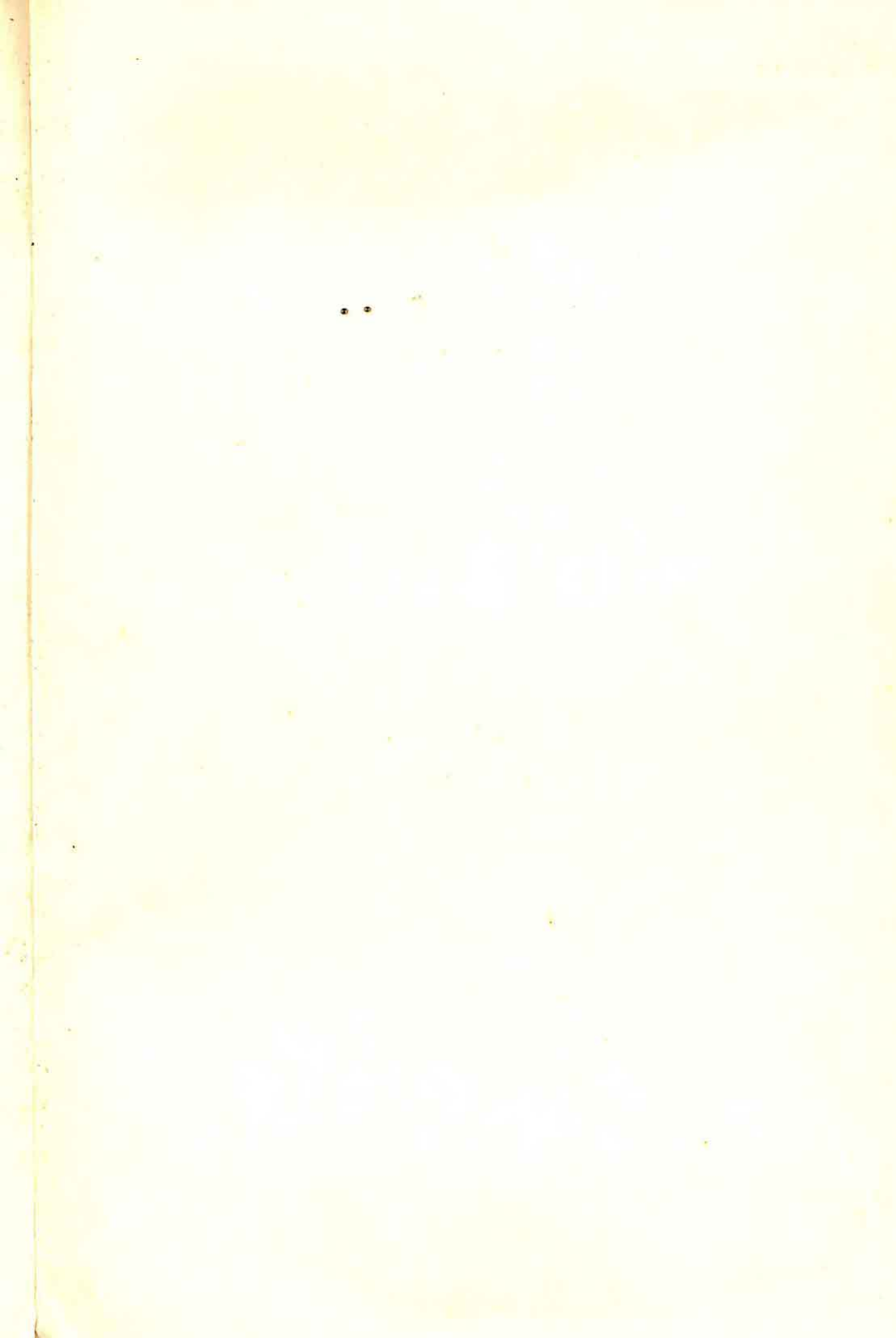
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